DOCUMENT RESUME

ED 065 166 LI 003 788

| | |
|---|---|
| AUTHOR | Monroe, Margaret E., Ed. |
| TITLE | Reading Guidance and Bibliotherapy in Public, Hospital and Institution Libraries. |
| INSTITUTION | Wisconsin Univ., Madison. Library School. |
| SPONS AGENCY | Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C. |
| PUB DATE | 71 |
| NOTE | 79p.; (85 References); A Selection of Papers Presented at a Series of Adult Services Institutes, 1965-1968 |
| AVAILABLE FROM | Publications Committee, Library School of the University of Wisconsin, 600 North Park Street, Madison, Wisconsin 53706 ($3.00) |
| EDRS PRICE | MF-$0.65 HC Not Available from EDRS. |
| DESCRIPTORS | *Adult Reading Programs; *Bibliotherapy; Institutionalized (Persons); *Institution Libraries; *Library Services; *Public Libraries; Reading Material Selection |

ABSTRACT

A series of institutes for adult service librarians was conducted by the Library School of the University of Wisconsin. This volume contains selected papers from each of the three Institutes: Reading Guidance, Library Services for New Literates, and Serving Readers through Hospital and Institution Libraries. The topics of these selected papers are: Reading Guidance as a Basic Library Service, Anthropological Perspectives on Reading, The Art of Reading Guidance, The Bold New Approach, Reader Services and Bibliotherapy, Counseling and Bibliotherapy for the General Reader, Bibliotheraputic Aspects of Public Library Services to Patients in Hospitals and Institutions, Role of the Librarian on the Interdisciplinary Team, Role of the Public and Institution Libraries in Helping the Patient Transfer from Institution to the Community, and An Inmate Tells About Library Service. (SJ)

ED 065166

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
M.L. Williamson
Ch. Publications Committee
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

# READING GUIDANCE AND BIBLIOTHERAPY
# IN
# PUBLIC, HOSPITAL AND INSTITUTION LIBRARIES

A Selection of
Papers Presented at a Series of
Adult Services Institutes, 1965-1968

Edited by
Margaret E. Monroe

Madison LIBRARY SCHOOL OF THE UNIVERSITY OF WISCONSIN 1971

LT 003 788

## FOREWORD

A series of institutes for adult service librarians was conducted by the Library School of the University of Wisconsin-Madison in the summers of 1965, 1966, and 1968. These were designed not as occasions for publications but as educational experiences for the librarians attending. Some of the papers presented at these institutes have already been published elsewhere. Panel presentations were frequently highly stimulating and evocative in the context of the institute, but did not lend themselves as effectively to printed communication. In at least the instance of the 1966 institute on "Library Services for New Literates," the first of its kind, the rapidly evolving field made it unreasonable to record the preliminary insights of librarians whose programs gained a greater maturity within a year or two, and who might well have rejected the crystallizing of their dicta at the more elementary levels of our professional thinking in 1966. It is perhaps a measure in part of the success of this institute that the speakers and participants are among the leaders in the evolution of this area of adult service.

Review of the papers presented at the three institutes, however, suggested that some of them have long-term contributions to make to the profession. The selection here draws upon three papers from the Reading Guidance Institute held June 29-July 2, 1965; one paper from the Institute on Library Services for New Literates, held September 6-10, 1966; and seven papers from the Institute on Serving Readers through Hospital and Institution Libraries, held July 7-20, 1968. The institute held in 1968 was funded through a grant from the U.S. Office of Education under the Higher Education Act of 1965, while a generous grant of funds from the Ford Foundation made possible the 1966 institute. Needless to say, the opinions expressed in these papers do not necessarily reflect the position or policy of the funding agencies, and no official endorsement should be inferred.

Madison, Wisconsin
December 1970

CONTENTS

Foreword . . . . . ii

Margaret E. Monroe
READING GUIDANCE AS A BASIC LIBRARY SERVICE (1965). . . . . 1

Leonard B. Glick
ANTHROPOLOGICAL PERSPECTIVES ON READING (1966). . . . . 12

Helen H. Lyman
THE ART OF READING GUIDANCE (1965). . . . . 16

Mildred T. Moody
THE BOLD NEW APPROACH (1968). . . . . 33

Margaret E. Monroe
READER SERVICES AND BIBLIOTHERAPY (1968). . . . . 40

Margaret C. Hannigan
COUNSELING AND BIBLIOTHERAPY FOR THE GENERAL READER (1965). . . . 45

Clara E. Lucioli
BIBLIOTHERAPEUTIC ASPECTS OF PUBLIC LIBRARY SERVICES TO PATIENTS
IN HOSPITALS AND INSTITUTIONS (1968). . . . . 51

Ruth M. Tews
ROLE OF THE LIBRARIAN ON THE INTERDISCIPLINARY TEAM (1968). . . . 57

Clara E. Lucioli
ROLE OF PUBLIC AND INSTITUTION LIBRARIANS IN HELPING THE
PATIENT TRANSFER FROM INSTITUTION TO THE COMMUNITY (1968). . . . 63

"Mark"
AN INMATE TELLS ABOUT LIBRARY SERVICE (1968). . . . . 71

# READING GUIDANCE AS A BASIC LIBRARY SERVICE

by

Margaret E. Monroe

Reading guidance as a library service is one of the three basic service functions of librarians with readers. Samuel Rothstein first enunciated the trio: information, instruction, guidance[1].* Information service places the needed data in the hands of the reader, with the work of selection, evaluation, and interpretation done by the librarian. Instructional service shows the reader how to use the library tools and provides him with the skills he needs to secure the information and select his books for reading. Guidance, the last of the three, assists the reader in the choice of reading matter by interpreting a variety of suitable materials from which the reader can choose in terms of his interests and needs. Any service to the reader tends to combine these three techniques in various proportions and sequences. Reference service would show a high proportion of information and instruction. Even reference service, however, includes frequent resort to the reading guidance techniques. The reader's adviser, on the other hand, stresses the reading guidance component of service, while using the informational and instructional techniques as supplementary.

Jennie Flexner, for many years the Reader's Adviser at the New York Public Library, saw the work of the reader's adviser as beginning with the exploration with the reader of his interests and needs, with the librarian helping in the clarification. Then, with the need ascertained and with the librarian and reader working together, the service of reading guidance could be undertaken. This is a process of mutual exploration which asks of the reader a willingness to be creative in thinking about his own needs, and requires of the librarian the skills of stimulation and guidance within the framework of the reader's needs, interests and capacities[2].

There is the sardonic little story of the middle-aged woman reader who returned an armload of books with a sigh and commented: "Your librarian is trying to educate me!" No true reader's adviser using sound reading guidance techniques would have paved the way for such frustrated reading experience! The purposeful reader is readier to share in the advisory service than is the casual reader; but even in service to the purposeful reader, the skills of stimulating the reader to recognize new areas of reading interest, to gain a new vision of the potential experience in books, are as important as the

---

* Number in brackets refers to references appearing at the end of each article.

skills in selecting and interpreting the best materials for the individual reader. Motivation of the reader to further book use and his capture of the relation between books and his personal interests are essential portions of the reading guidance process. Then the choices among the reading materials presented can be his own, and the element of "self-education" is honestly there.

The goals of reading guidance are to put the resources of the library at the disposal of the reader so that he may select the best materials for his purposes and needs and make the fullest possible use of the library for an enriched and satisfying life. Such goals established for a whole community, or a whole society, would enliven a library's program in intensive involvement with great numbers of individuals and associations of individuals. Rather than the tentative tapping on the door of library use which perfunctory book service represents, or loud rapping on the door which a publicity program suggests, the program of reading guidance -- equipped with the diverse techniques of individual counseling, program planning services to organizations, mass media programs and library-sponsored discussion programs -- will fit the key to the lock and swing wide the door to intensive, purposeful, increasingly independent book use.

Insofar as these varied services engage the reader in analysis of his needs and interests, open to him a new vision of the relevant resources of the library, and interpret to him a selection of sound materials for his purposes from which he individually may choose, these services are part of reading guidance[3].

## Reading Guidance and the Diffusion of Knowledge

The concept which William Learned presented in the mid-1920's of the public library's task in the diffusion of knowledge has remained a key to public library objectives[4]. Pierce Butler in 1933 identified librarianship's objective as projecting the library's materials into "the consciousness of living individuals"[5]. Ralph Beals in the 1940's saw the public library's major function to be that of "infusing authentic knowledge into the thinking and decision-making of the community"[6].

"The right book for the right reader" is an old Melville Dewey concept in American librarianship. Ranganathan's version of the aphorism, "Each book its reader; each reader his book," implies the librarian's obligation to get the book used as well as to serve the reader.

Science librarians today are using electronic devices to assure that each bibliographic item comes into view at the moment a reader has need for it. Research libraries for generations have relied on the comprehensive bibliography to activate books for the knowledgeable and the expert in the fields of their specialty. In those areas

where society and the general public have need of information as the basis for clarification of issues and public decision, we turn to the techniques of reading guidance. As education columnist Sydney J. Harris reminded us, "the cultural lag" -- always a problem -- is most serious today since man's capacity to assimilate and use the best available knowledge has been swamped in the deluge of new knowledge[7]. The motivation of readers to learn and to create their own answers to current personal and public dilemmas is of greatest importance. Formal education alone is not the answer; library service on the order of reading guidance is another important tool.

How is this diffusion of knowledge attained through the program of reading guidance? Because guidance has involved not only the suggestion of books for reading but has required a preliminary clarification of interests and needs and a stimulation to sustained pursuit of new areas of knowledge, reading guidance has tended to be a personal, face-to-face service. While information service has developed manuals, indexes, and co-ordinate indexing techniques to permit the purposeful inquirer to find his answers in terms of his own needs, reading guidance has been slower to develop tools in which the categories, subject headings, and basic approaches are related to the personal and public problems for which clarification and general reading background are needed.

Reading for an Age of Change[8] as a series of reading guides on public problems are just such tools, designed for the educated reader who is aware that his knowledge in important fields needs up-dating. Each guide has an essay which substitutes for the chat with the librarian, in which the reader discovers what it is he does not yet know and which helps him decide the areas to explore. Then the reading list with its annotations set forth the variety of materials best suited to that exploration, from which the reader is invited to make his choice. It is interesting that the one in-depth study of the use of these lists has shown that the essays have been judged by readers to be very valuable but that there is exceedingly limited use of the titles for further reading[9]. It is a striking demonstration that the personal, face-to-face reinforcement and stimulation provided by the librarian in reading guidance in the past has not been an unnecessary element in supporting the use of reading guides.

Exhibits, reading lists, reader-interest arrangements, discussion programs, all have been thought of as substituting for the personal, face-to-face guidance. They do so serve, but only when the individual reader's interest or need has been exactly previsioned by the librarian who prepared these materials, and when it is presented in the vocabulary and at the level understood by the would-be reader. In the face-to-face contact, the librarian automatically adjusts to the reader the focus on the need, the range of materials proposed, and the ideas and words which he uses to interpret them. Skillfully prepared reading lists have used section captions to capture the attention of the specific group for which each is intended,

and the list is related to specific on-going activities of the group of individuals for whom it is prepared. Reader interest arrangement has proven highly effective in presenting as many as 150 to 200 reading interest groupings to highly homogeneous neighborhood communities, combining known and latent interests in such a fashion as to heighten motivation and clarify purpose. Exhibits have provided reading guidance, clarifying purposes and heightening motivation to read as well as guiding to individual choice of materials, when they have been developed around public problems of immediate and dramatic importance. Discussion programs tend to provide strong motivation to persistence in reading and to clarified purpose when built around pervasive or fundamental public problems.

The indirect, oblique guidance available through these services is effective when the librarian preparing them has accurately envisioned the reader's need and has assessed well the group that will use them. Basically, these are tools that extend the reach of the advisory librarian. For those problems which cannot be anticipated or for which public guidance is not appropriate, the face-to-face reading guidance must be maintained. Reading Ladders for Human Relations[10], for example, has become a standard tool which, nevertheless, must be used in a face-to-face guidance situation for most readers, since the librarian or teacher or other librarian-substitute must often make the analysis of relevant materials for the youngster facing a human-relations problem.

For extensive diffusion of important knowledge, librarians must be alert to the importance of using librarian-substitutes. The concept of librarian-substitute does not imply sub-standard librarians; rather, it envisions the many professional persons whose service tasks with individuals will benefit by the use of books. Teachers, social workers, recreation leaders, guidance counselors, religious educators, trade union education directors, public health officers, Scout leaders, PTA officers, civic and social leaders of an enormous range of interests, all who are working in professional or quasi-professional and public roles, are important channels for the diffusion of knowledge. Further, the concept of librarian-substitute does not at all imply that librarians manipulate these professional personnel to library ends, but rather that, with a mutual purpose, the librarian and the other community professional service workers share in the important task of bringing authentic knowledge as a resource to individuals throughout the community.

The librarian's task of supporting the work of other professional service workers in the community through well-organized access to important information requires the skills of reading guidance as well as those of reference service. When Jean Stewart and I began work on the bibliography Alcohol Education for the Layman[11], we walked into a jungle of materials, only half of which had been readily identified, and only a small portion of which had been consistently evaluated. Our bibliography was designed to bring order to this field of alcohol education materials

and to provide a tool for librarians, teachers, religious advisers and other professionals working with people capable of using books to solve their problems. Typically, people enmeshed in highly emotional and complicated problems need help in clarifying these problems and support in sustaining the attempt to find a solution. The librarian supplies the insight into the usefulness of particular library materials for particular situations, while the professional "librarian-substitute" tends to supply the aid in clarifying the problem and sustaining the motivation for the use of ideas in the library materials. It is interesting that most of the letters of appreciation for the alcohol education bibliography have come not from librarians but from teachers and social workers.

Unless the millions of dollars spent annually on research are to be considered wasted, the results of research must be channeled into use. Librarians are an irreplaceable link in the chain of diffusion of knowledge, and the reading guidance skills are fundamental to bringing such information to bear on human problems at the right time and in a fashion that will ensure its effective use.

## Expanding the Program of Reading Guidance

If the reading guidance program of the library is a fundamental library service in putting fact, principle, and experience at the command of society, and if that society suffers from lack of use of such knowledge, then it is obvious that such a program needs expansion. But let me hurry to expostulate: not just more of the same! Let us as librarians resort to use of social science research in the very development of our own service. Let us use critical analysis of our own past experience as a guide to future development.

It would be interesting to assess the weight of influence exerted by the Enoch Pratt Free Library's program of public education in maintaining Baltimore as an integrated city, or by the Detroit Public Library's reading list and exhibit on the Races of Mankind in Mrs. Liuzzo's sacrifice[12], or by the New York Public Library's strongly community-oriented neighborhood library program to the relative stability of that vast agglomerate population. It seems clear that an American Heritage discussion group in Greenwood, Mississippi, did not firmly establish democratic principles in that community; but did it sensitize consciences there so that acceptance of sound human relations may come sooner than it might otherwise?

Such research will be productive only when based on well-planned, long-term educational programs that have a chance of success. Broad-scale evaluation of minor, sporadic educational service will produce no new principle. Zero times one million equals zero.

To make reading guidance the fundamental library service that it is in essence, the program must be developed realistically within

the framework of proven educational, social, and bibliographic principles[13]. We have learned in the last fifteen years much about the readiness of people to absorb new information. We have learned, for example, that facts are more readily absorbed when they are presented in the context of an acceptable opinion. That tells us that our news magazines must represent a wide range of views in a community of any diversity just for the facts to get through. Further, we find that in the short run, and on controversial issues, such communication will be more effective in determining "what the important issues are" than in directly influencing opinions on the issues. Face-to-face communication is more influential in changing opinion, and most effective when such communication is among people of the same social class and social group. We also know that the more people read or listen to communications on a given issue in concentrated fashion, the less undecided they become, the more interest they develop, and more information they acquire, and the more likely they are to act on their opinions.... All these factors must be used to set realistic goals for reading guidance. Certainly librarians have moved a long way from the 1940's when reader's advisers became interested in "changing attitudes." At this point the reader's adviser seems more realistically interested in developing skills in critical reading, and in bringing critical issues to public attention.

Since the beginning of public libraries in this country, librarians have been interested in serving the underprivileged. The national Poverty Program has given new impetus to this interest, in terms of money and respectability. Programs developed under the Poverty Program must be just as sure to work realistically with the framework of known social and educational principles[14].

Quite realistically, this Program has recognized the concept of "reading readiness," and has stressed for the youngest members of society a pre-school program that will enrich their living experiences to a point where school learning becomes relevant. For the adolescent and adult, this may well mean important use of films and demonstrations before books; it may also mean books related to immediate experience of the individual, in terms of his community background or the tasks which his age group requires of him.

The problem of achieving within the culture of Poverty "moments of privacy" (the statistical value of which has not yet been determined!) may have some bearing on the reading guidance program, since reading is essentially a "private" occupation. The values of "privacy," one may guess, do not lie in vacuity or emptiness but rather in the integration of experience for personal insights. Reading supplies both the occasion for privacy and materials and process of integrating what has been experienced into knowledge and personality.

Study of the vocabulary of deprived children shows a strong emotional tone but typically a lack of the ability to construct

categories. This knowledge both defines the point at which reading guidance may begin and a direction it may take. Not all the principles are available for guiding the route to new skills, but study of learning skills among this group will provide guidelines.

Theodore Brameld, speaking from the background of anthropology and education, points to a well-known principle which must guide the development of all Poverty Programs. He recalls that there are "powerful resistances to consciously directed change" typical of all cultures[15]. "Progressivists," says Brameld, have not "adequately scrutinized the limitations of the individual to effect change." Brameld suggests that if the "cultural focus" of the group for whom an educational program is devised can be clearly identified, then steps for change might be concentrated in this area of cultural awareness. He points out, for example, that the keen interest in technology in our society makes us more exploratory and pliable in this area. One might extrapolate that if the culture of poverty places little value on education, to begin with a stress on education is likely to be less than rewarding.

George D. Spindler, in his volume Education and Culture, raises a warning concerning the effect on personality of forced, rapid change. As an anthropologist he notes that "until a people in the process of adapting to entirely new conditions of life are accepted within the framework of those new conditions, there is no reason why the personality appropriate to the traditional way of life should undergo anything but regressive and demoralizing changes"[16]. Uprooted from the known way of life, and not yet accepted into a well-established new way of life, the demoralization so typical of the American Indian cultures is an expected outcome. The community-wide effort and the nation-wide effort, therefore, in the Poverty Program is the key to the possibility of its success. Not only must the library participate in individual areas of the community effort but must also lend its weight to general public education on the problems and opportunities in the Poverty Program.

As a footnote to this warning, let us remind ourselves that people in turmoil are not typically in a mood to "read." A carefully, analytical, evaluative approach to the book aspects of the library's program will repay the experiment.

Jerome Cohen comments: "It is obvious that personality and social structure both play important roles in the behavioral picture we see at any given moment. Only the narrowest proponents of effecting social change through large-scale modes of intervention (italics mine) in the social structure believe that such structural changes will automatically or quickly bring about the desired individual or group behavioral changes. Change takes time in human affairs"[17].

From this we may deduce that the traditional role of reading guidance on the personal level reinforces the constructive use of

library materials for the reader's purposes, by opening up to him the widest possible opportunity. The role of reading guidance in enabling the library to discharge a broad social responsibility is one of cooperating with other educational and social agencies to "change the social structure" and move large groups of society out of the poverty, non-verbal, concrete-experience limitations into participation in more of civilization's achievements in value, knowledge and experience.

## The Ethics of Reading Guidance

In the creation of the enlarged scope for reading guidance -- the aid to the individual reader, cooperative service to the professional who works with the would-be reader, and the cultivation of new patterns in society that allow the diffusion of knowledge -- there are important ethical questions for the reader's adviser and for the library.

"Reading is a function of the whole personality," and reading is so intimately tied to personal values, intellectual ability, and emotional stability that reading guidance almost seems presumptuous on the part of the librarian. There must be some ethical principles to guide the relationship between librarian and reader, librarian and society, in the process of providing this obviously essential service.

Let me suggest that the mutuality of the exploration of what is needed and the fact that the choices of reading materials are inevitably the reader's build into the reading guidance process a guarantee that the librarian cannot abuse the reader by imposing unwanted or rejected material upon him to read. The prescriptions of the unskillful librarian are easily ignored by the reader; to be sure, the unskillful librarian has failed in an important task, but he has not been able to abuse the professional situation. Mass communications research assures us that uncongenial values and views will be rejected by the mature reader relatively rapidly.

There are, however, some positive mandates for ethical professional behavior in face-to-face reading guidance. First, the librarian has an ethical obligation to be as fully knowledgeable about library resources as it is humanly possible to be. He must be adept at bibliographic search, widely read in the literature in which he advises readers, an alert, sophisticated judge of these materials, and perceptive of the range of reader's needs. These are moral obligations upon the librarian, guiding his preparation for service and borne in mind as he renders the service.

Further, the librarian must be ready to turn to all possible resources to properly meet the reader's needs, including, when necessary, the skillful transfer of the reader to other librarians

or professionals in other fields without damage to the reader's sense of the continuity of the service.

In addition, the librarian must be so perceptive of his own values and beliefs that he can instantly recognize any temptation to impose these on the reader and immediately control the impulse. His broad reading will have helped him to distinguish to a large extent between his personal preferences and the basic values which are fundamental to our society. These distinctions can never be an absolute, but ethically the librarian is forced to some sophistication and self-awareness on this matter.

Finally, the librarian recognizes the professional values which are fundamental to his service: a service relationship to the reader enabling the reader increasingly to exercise critical judgment in the use of books and to exercise intellectual freedom by the widest possible examination of relevant materials.

In working with professional colleagues outside the library field, the librarian has an obligation to bring books and other library materials to bear on the common problems under discussion, and to bring his whole professional insight on the problem gleaned from work with books and readers to the solution of the problem.

In planning cooperatively the broad strategy of "social change," the librarian must seek the broadest perspective available on any aspect of the problem under consideration, to ensure the use of sound, authentic information, and to encourage the participation of all segments of society in such planned change. The librarian recognizes that his professional objective in all community planning is to increase the participation of the community in the benefits of knowledge. His only professional commitments are in this area.

## REFERENCES

[1] Samuel Rothstein, "Reference Service: The New Dimension in Librarianship," College and Research Libraries, 22 (January 1961), 11-18.

[2] Jennie M. Flexner and Byron C. Hopkins, Readers' Advisers at Work. New York: American Association for Adult Education, 1941. Pp. 3-4.

[3] Margaret E. Monroe, Library Adult Education: The Biography of an Idea. New York: The Scarecrow Press, Inc., 1963. P. 453.

[4] William S. Learned, The American Public Library and the Diffusion of Knowledge. New York: Harcourt, Brace and Company, 1924.

[5] Pierce Butler, Introduction to Library Science. Chicago: University of Chicago Press, 1933.

[6] Ralph A. Beals, "The Public Library as an Agency for General Education," in The Library in General Education: Forty-second Yearbook of the National Society for the Study of Education; Part II. Chicago: Department of Education, University of Chicago, 1943. Pp. 99-112.

[7] Wisconsin State Journal, June 14, 1965, p. 10.

[8] Reading for an Age of Change, No. 1-10. Chicago: American Library Association, 1962-1968.

[9] David Frederick Mercer, "Reader Uses of and Attitudes toward the Series 'Reading for an Age of Change.'" (Unpublished master's thesis, Department of Education, University of Wisconsin, 1964.)

[10] Muriel E. Crosby, ed., Reading Ladders for Human Relations. 4th ed. Washington: American Council on Education, 1963.

[11] Margaret E. Monroe and Jean Stewart, Alcohol Education for the Layman: A Bibliography. New Brunswick, N.J.: Rutgers University Press, 1959.

[12] New York Times, March 26, 1965, 1:6.

[13] Bernard Berelson and Gary A. Steiner, Human Behavior; An Inventory of Scientific Findings. New York: Harcourt, Brace & World, Inc., 1964. [As useful a review of social science research findings as is now available.]

[14] Frank Riessman and others, ed., Mental Health of the Poor. New York: The Free Press, 1964.

[15] Theodore Brameld, "The Meeting of Educational and Anthropological Theory," in George D. Spindler, ed., Education and Culture: Anthropological Approaches. New York: Holt, Rinehart and Winston, 1963. Pp. 84-114.

[16] George D. Spindler, "Current Anthropology," ibid., p. 25

[17] Jerome Cohen, "Social Work and the Culture of Poverty," Frank Riessman and others, ed., Mental Health of the Poor. New York: The Free Press, 1964. P. 134.

# ANTHROPOLOGICAL PERSPECTIVES ON READING

by

Leonard B. Glick

INTRODUCTION: In our society in the United States, the illiterate must move through three stages to attain the status of "a reader": the first is literacy, with the competence to make out the words and attach meanings to them; the second involves the capacity to take from what is understood a meaning to be applied in one's own thinking and action; at the third stage the reader seeks out print for its known and appropriate satisfactions and rewards. At the third stage, he has become "a reader." UNESCO's program of mass education for literacy has identified the gap between the development of a literate population and the achievement of a reading population. This is the very gap about which public librarians have become deeply concerned in developing library service to the disadvantaged. Asemo, in Kenneth Read's High Valley, distinguished himself as a fourteen-year old New Guinea native who wished to learn to read. The anthropologist Read felt this was far more than learning a skill and implied a revolution in his way of life which might incapacitate him for life as he would have to live it. Anthropologists may have some useful advice for us as librarians in working with our newly literate population.

Some years ago, a prominent anthropologist urged his colleagues to abandon the term "primitive" in favor of "non-literate," on the grounds that the latter term more accurately characterized the people who are traditional subjects of anthropological interest. His suggestion has been widely adopted, and nowadays one often encounters in anthropological literature the phrases "non-literate culture" and "non-literate society." Since this does seem to be a critical difference between certain other ways of life and our own, a few anthropologically oriented observations on non-literacy, literacy, and the transition from one state to the other, may offer a worthwhile opening perspective for today's symposium.

The first point to be stressed is that the differences between literate and non-literate ways of life involve considerably more than the presence or absence of books. Most of you are familiar with

what anthropologists mean by "culture": the total pattern of thinking and behaving characteristic of a particular group of people. One anthropologist has defined it simply as "a design for living," and that indeed goes to the heart of the matter; for the core of a culture is composed of the ideas, values, beliefs, assumptions, and shared understandings according to which the bearers of that culture conduct their lives, and through which they experience the world as orderly, meaningful, and predictable. But these traditional ideas and understandings are not accidentally or arbitrarily accumulated. As Malinowski, Ruth Benedict, and many others after them have convincingly demonstrated, a culture is not a random collection of traits; it is a patterned network of interconnected parts, so constructed that no part, be it art, clothing, diet, cosmology, or whatever, can be fully understood without reference to its wider cultural context.

To return now to the initial point: It will be evident that books and reading are not something that can be smoothly slipped into cultures like missing pieces in a jigsaw puzzle. For, leaving aside for a moment the question of what is read, or how much is read, the very existence of literacy and the written word is tied to ways of life that contrast sharply with their non-literate counterparts. Most importantly, of course, literacy is a key feature of what we call civilization -- a way of life archeologically and historically identifiable not only by the presence of writing but by large population centers, with complex social arrangements based primarily on occupational specialization and roles requiring specialized knowledge, rather than on kinship, age, or place of birth.

In contrast, in non-literate societies life proceeds within relatively narrow spatial limits and among people who are relatively undifferentiated by occupation or social class. Most knowledge -- by which I mean everything that people, as a social group, hold to be true, proper, and correct -- is held in common, shared by all, and transmitted by the spoken word. Thus there is a tendency to conservatism and toward what we would perceive as a high degree of "conformity." Moreover, whereas in a society like our own the distinction between didactic or informative literature on the one hand and imaginative or creative literature on the other, has become quite evident, in non-literate societies the two may not be separate at all. The proper procedure for building a canoe, for instance, may include religious hymns or recitation of a myth, so that both practical instruction and myth may be imparted together to a newly initiated boy. Some native peoples in New Guinea have expressed the conviction that the Bible -- the only book they have encountered -- contains more than the cosmology and morality offered by missionaries; it must, they reason, include instructions on how to build the incredible machinery that white men bring with them; and it must also contain the white man's most profound secret -- how to eat, sleep, and move in luxury without any manual labor beyond that involved in writing on sheets of paper.

What happens when such a people encounter books? For one thing, it may be difficult or impossible for them to realize that literature may contain knowledge infinite not only in quantity but in quality -- that books may contain not just what is known to the majority but what is unknown to all but the very few. I am speaking here not only of what we call "facts" or didactic information. For we know that some very important books are not wholly of this world and its facts; they contain new worlds, formed in the minds of men and women whose imagination and insight have far exceeded the ordinary. Those few people who are fortunate enough to be exposed to such new worlds find that their own experience seems infinitely expandable: There is room for growth, perhaps for change, and, most important, for consideration of the next man's view of the world as something deserving attention and respect.

To sum up this much: Books are, on the one hand, a <u>part</u> of culture; they are fitted into a tight network of institutions characteristic of complex civilizations. Books are, on the other hand, <u>sources</u> of culture; they are a powerful instrument of communication, far more powerful than oral transmission, capable of transmitting to infinite numbers of people the substantive or imaginative discoveries of any one person.

Now let us turn to our own nation, where semi-literate individuals and groups are also being transformed into readers, or potential readers, of books. What are likely to be their expectations, and how should these be met? Let us try to answer this from the two points of view just established: books as part of culture and books as sources of culture. First then, how would we expect books, viewed as new cultural items, to appear to someone whose cultural tradition had not prepared him for them? I suggest that we turn here to specific examples, to particular (hypothetical) newly literate persons.

Let us think first of a young Menominee Indian, reared in a conservative home in what is now Menominee County, but newly literate and beginning to move about more in the wider community. To such a young man it is not unlikely that books will signify a way of life and a kind of identity which he has come to understand only at second-hand, and which can never be fully his own. Books may very well merge in his mind with hair styles, food preferences, linguistic accent, religious identity -- indeed with everything that sets Indians apart from white men in Wisconsin.

As a second example we may think of an adolescent Negro girl who has grown up in an out-of-the-way rural community in, say, Louisiana, surrounded by semi-literate or illiterate persons of her own race and viewing the indifferent if not hostile white population from a vantage point not likely to lead to much understanding. She, too, will look upon books as simply one more item in a world crowded with strange items. To her books may signify not

just education but power--the political, economic, and social power of the people who read books, vote in elections, own nearly everything worth owning, and live in a world one cannot hope to enter.

In brief, then, to many newly literate people in America books may represent a way of life with which they are unfamiliar and to which they may be subconsciously if not overtly hostile. The librarians' task--encouraging such people to accept into their lives the objects called books--may then prove to be part of the larger task of cultural assimilation of economically depressed and socially repressed subcultural groups.

How about books as sources of culture? Here one must pose a question for the individual librarian: What are your expectations? What do you intend to offer people? Is it mainly factual information? Perhaps so; and perhaps information is quite enough, at least in the beginning. After all, people do want and need to know how to bake cakes, measure fields, balance accounts, and build bridges. If your role, then, is principally directed toward bringing books as sources of practical information into people's lives, then presumably it is enough for you to learn the present interests of your prospective reader and to serve those interests as faithfully as possible. But perhaps you have another role: to introduce people to books as sources of all that our culture has to offer. If so, your task expands. You will then want to introduce new literates not only to books on how-to-do-it but to books representing wholly new experiences: books about distant places and peoples; books in which scientists and philosophers ask questions that matter; books in which mature minds and minds rich with creative imagination can reach out to minds previously confined--and help them to grow.

## THE ART OF READING GUIDANCE

by

Helen Huguenor Lyman

What is the book I want to read? When this question is answered to the satisfaction of the questioner, and a librarian has been an active agent in helping define the problem and make the choice, reading guidance has taken place.

### Definitions and Objectives of Guidance Service

Reading guidance services in a library are the primary educational activities through which by guidance and interpretation the librarian brings professional knowledge and competence to aid individuals in selecting the book with recorded knowledge and experience that is most appropriate to their needs and experiences. Librarians who interpret as well as supply books will help the adult and young adult to select the book he needs and to read with understanding, discrimination, and judgment.

Guidance of library patrons in the use of books is a dynamic function which vitalizes all other library functions. A positive guidance program will:

- motivate individuals of all ages to use books;
- point out reliable, authoritative material;
- draw attention to the new, the critical, the unorthodox;
- advise on the older, of enduring value and quality;
- interpret the contents of books in a way that new knowledge and insights are gained;
- help readers to select and read with discrimination.

The broad objectives of reading guidance service determined in accordance with the general objectives of the library and the nature of the library community or clientele, e.g. high school or college student, scholar or layman, are to:

- provide opportunities for the individual of any age to find and enjoy books fitted to his needs and purposes;

- help individuals and groups use books intelligently for continuing self-education and enrichment;
- help the random reader or the non-reader become a purposeful reader;
- extend the individual's frontier of knowledge by making possible ever wider reading choices;
- develop a lasting interest in ideas;
- transmit and convey the excitement and joy of books and reading;
- build an awareness of the range, accessibility, and variety in books;
- develop powers of discrimination, appreciation, and judgment;
- instruct individuals in how to use the library and its guidance tools;
- develop sound, lasting reading habits;
- improve skills, efficiency, and comprehension in reading[1].

Before deciding how or what guidance technique will be used, it is essential to determine why and for whom, individual or group, guidance is provided. Techniques used for an overall program or specific situation are worthless unless placed in the framework of principles and objectives. To carry out a planned guidance program the librarian should:

- know and be familiar with a wide range of materials representative of the knowledge and ideas in the modern world;
- advise and counsel in personal conversation, consultations, and group activities;
- instruct patrons in the use of the library and library materials;
- guide and direct readers in their choice of books;
- educate through special programs.

Reading guidance has been an inseparable part of the ever broadening conception of the educational role of the library. Differences of opinions on the appropriate role of the librarian and methods of guidance of reading exist. Even librarians who oppose it, talk about it a great deal. Many librarians who believe in and support the reading guidance function bemoan the fact that college and public librarians under the pressure of other demands exclude it entirely. Anne Edwards has pointed out that guidance is a term rarely heard among college librarians. In public libraries all too

often reading guidance is left to everyone with the result that no one is responsible for it. Like all things of importance a time and place must be found for the guidance function and conscious preparation and attention given to it if it is to be of any value or consequence.

The ultimate objective of reading guidance is to see that the individual through his reading learns, that it enriches his experience and grows personally and socially. He will find personal satisfaction and pleasures, new interests, will analyze and recognize his own needs, and acquire a critical viewpoint necessary to selection of reading valuable to him.

Reading contributes to his development not because it is reading of a book per se. It contributes because he gains new knowledge and develops insights on which to base judgments and attitudes, and makes personal contacts with others. His reading becomes purposeful and meaningful.

The librarian who reads, who is convinced of the important contribution reading can make, will share his enthusiasm. In the communication process of "who says what to whom" more frequently than not the interpreter, the librarian is needed to bring the message to the listener. Instead of a simple relation -- the author, the message, the audience -- a more complex process is necessary -- the author, the message, the interpreter, the audience.

The librarian takes on a double responsibility. A responsibility to the author, the creator, who is brought to the attention of his audience. How many significant novels, poems, thoughtful comments and vital ideas are hidden and dust covered for lack of attention and channeling to the reader. A book display, a book list, a personal recommendation, frequently, is all that is needed to bring the author and his reader together.

Reading for its own sake, the very phrase draws cries of horror from some quarters, but need we always be doing something for the sake of something else? Need a purpose always be involved? On the other hand "reading for a purpose" brings order and direction to learning that creates a sense of accomplishment. The purposeful reader is more prepared for or in search of guidance service. Much attention has been given to him. He is a delight to the reading adviser.

## Background

Reading guidance is not new. Librarians as readers advisers are important part of public library development in the last decades. College and university librarians have a major responsibility that is all too seldom recognized or practiced. The young adult librarians

are far out in front in aiding young adults in school and out to select books that are satisfying. Children's librarianship has a long illustrious history in guidance of children's reading. The definition of reading guidance for adults has varied over the years. Learned's conception of the library as a community intelligence center with specialists to advise the readers as well as Rothstein's conception of adding a new dimension to reference service emphasizes the reading guidance function. Beals' view of the library's role in adult education as one to infuse authentic knowledge into the thinking and decision-making of the community led to library American Heritage programs of guided reading.

Reader's advisers have been scattered throughout the country, in St. Louis, San Diego, Oregon, Wisconsin, New York, Cincinnati, Buffalo, Boston, Chicago, Cleveland, Baltimore. Since the 1920's they have been ardent supporters of reading guidance, e.g., Jennie Flexner and reading courses, Miriam Tompkins and annotated catalogs, John Chancellor and helping adults, and particularly such librarians and educators as Sigrid Edge and Margaret Monroe, Grace Stevenson, Ralph Ulveling, John Cory, Eleanor Phinney, Ruth Warnecke, Joseph Wheeler and Marion Hawes.

In the forty years period from 1920's to 1960's the conception of the library, public or college, as an educational agency in its own right was developed. It took its place with the conception of the library's other important function as an information or reference center.

The historical development of the movement, in general and in three specific case studies, is traced to Margaret E. Monroe's study Library Adult Education[2]. She states "Stimulation and guidance of reading were the nub of the new function that was library adult education. The objective of these new functions was to ensure the educational outcome of the use of the library's materials in terms of the fullest possible development of the individual library user and in terms of the soundest possible contribution to society's welfare."

To meet readers' demands and deal with articulated needs we recognized function but, as Monroe points out, Flexner went beyond this concept and "saw the advisory service as helping the reader to identify and articulate his need, to gain a new vision of the potential in books, and with the librarian's help to use books for his growth. This was a process of mutual exploration which asked of the reader a willingness to be creative in thinking about his own needs, and required of the librarian the skills of stimulation and guidance within the framework of the individual's needs, interests and capacities"[3].

Later Marion E. Hawes at Enoch Pratt Library emphasized ". . . the mutuality of search by the librarian and the reader,

and providing the intensive educational experience through community group programs. Through insight into social problems and their meaning for individuals the librarian could anticipate reader needs without intrusion into individual problems"[4].

## Scope

The following statement from the ALA standards Public Library Service defines the guidance program, its scope and content, and librarians' responsibility and obligations. It also points out the limitations which protect the individual's right to know and his freedom to make choices:

> "The guidance function includes motivating reading, locating appropriate materials, and helping to interpret materials. The library encourages people to use resources which will serve their purpose, but does not set goals. The librarian may if necessary translate, explain, lead discussion or in other ways help people comprehend the content of material, but does not tell people what they should believe or conclude from their use of library materials"[5].

A standard for measuring what is being done and techniques for developing a guidance program are pointed out:

> "Each library system should guide and stimulate use of materials by personal consultation, lists of materials, instructions in the use of the library, displays, arrangements of the collection, radio and television presentations, and indeed by the whole range of library activities; the library should facilitate the use of materials by verbal, visual, or other interpretative means"[6].

In the final analysis reading guidance is an educational process and technique. To make an activity educational it must effect learning, that is, bring about changes in the individual involved. It is necessary, consequently, to set up learning situations by use of specific techniques.

Three basic elements in learning are required to effect substantial change in the people reached:

> "An intimate knowledge of the particular nature and needs of the learner, a method whereby the learner may actively respond and participate in the learning process, and an integrated and planned for cumulative effect"[7].

Reading guidance should be planned and carried out in ways that will help the individual and the librarian discover his "nature

and needs" utilize a method in which he participates, and finally achieves goals previously determined and which the material and the learning process aimed to fulfill.

Reading guidance is in itself a technique and also is made up of a variety of methods. Librarians utilize various techniques in developing a reading guidance program ranging from simpler methods of an arrangement of materials which permits self-selection by the reader, the individual consultation, book lists and book talks, displays and exhibitions to the more subtle and complex techniques of reading courses, program planning assistance, group study and discussion programs, and reading improvement programs.

## Basic Skills for Reading Guidance

The quality of reading guidance services and effectiveness of the guidance techniques depend upon skilled librarians with competence in human relations, in reading and interpreting books, and in interviewing individuals. Admittedly some persons have greater talent for interprersonal relations, others know books better than people. Such knowledge and skills can be learned through study and experience. They can be perfected by knowledge and practice. They are more than skills and require the use of creative imaginative element that raises them to the level of an art.

Rodin, the great French sculptor, is said to have regarded technique as only a means to an end, but he did not underestimate his own technique. He said, "one must have a consummate source of technique to hide what one knows." No artist should neglect technique which is the means of embodying feelings and ideas.

Wilbur Schramm has evolved a formula to describe reading choice which he calls the "fraction of selection," that is expectation of reward divided by the effort required. He points out the likelihood of selection becomes greater if we increase the expectation of reward (make reading seem more worthwhile) and decrease the effort required (make it easier to do). To decrease the effort required the librarian makes the book more accessible and available. Reading improvement programs make reading itself easier[8].

Let us look at these highly professional skills of the reading guidance librarian -- knowing books, communicating that knowledge to the reader, interviewing, and human relations.

The Art of the Book. A broad knowledge of books is essential. Effective reading guidance rests upon a strong foundation of the librarians knowing books, authors, publishers, and subject matter, judging accurately purpose and quality, and identifying correctly use and users. As many books as possible should be read or examined

carefully and the opinions of others sought. Equally important is the knowledge and use of reviews and of reading guidance aids, reading lists, and bibliographies by the specialist. The librarian's ability to advise individuals, to help them find and choose what they need from books, and to develop lifetime reading habits for learning and pleasure, depends on his ability to read critically and widely. The reader's adviser will aim at becoming the critical reader which Stella Center so aptly points out is possible only after years of experience in reading, "for the critical sense, that is, the ability to understand, analyze, evaluate and to form judgments, comes only with intellectual maturity."

The reader's adviser aims not only at attaining this ability but also at helping the reader attain this critical sense. For each new reader a book must be evaluated anew in terms of the individual and his known needs and interests. It is a continuing process.

The Art of Annotation. Annotation is a major method of communicating to others the librarian's knowledge of the book. The wider and deeper that knowledge the more perceptive and critical will be the annotation. To annotate, according to Webster, means to furnish with notes usually critical or explanatory. The precise meaning of critical implies an effort to see a thing clearly and truly in order to judge it fairly. The annotation will describe the book's contents for the potential reader, and will appraise the material. The purpose of the annotation is to inform him and point out what may interest him. An annotation should be factual and objective, well-written, and point out facts pertinent to the purpose of the reader. The manner in which it is recommended may be subjective and thereby more interesting and stimulating. The wise selection of an incident or a quotation often motivates the reader, the actual words of an author sending a reader more quickly to a masterpiece than anything one can say about it.

The definition of annotation is usually limited to the written note about a book; let us broaden the meaning to include the explanatory and critical comments about a book by other methods of communication: Such as a book talk or a lecture, either in person or by radio or television program.

The Art of the Interview. A primary skill in reading guidance is the interview. An interview is a purposeful conversation. It consists of listening and talking with the individual about his questions, his needs, and reading habits in order to advise him that he may select reading for purposes he defines.

It is a method used as Anne Fenlason points out in her Essentials in Interviewing[9] by all who concern themselves with helping individuals in their problems. Frequently libraries are criticized for use of the term. Conversation is considered more accurate in describing what takes place and it may be merely a brief informal conversation.

The interview is more formal and its content is related directly to the reading guidance situation. Its advantages are more important because the reader reveals thoughts and attitudes on which to base guidance. The reader in talking with the librarian to whom he comes for reading guidance begins to explore what he wants and why. Gradually in having to articulate the problem he understands more clearly what he wants. The interview consists of a deeper investigation than a brief conversation and demands psychological skills to (1) establish rapport (2) find out, with the minimum of wanderings and irrelevancies the needs of the reader (3) help the reader explore and define the problem (4) obtain necessary factual information about his background, education, abilities, reading level, (5) assess the facts to determine the service needed or reading material to be suggested. Such an interview requires privacy, quiet and relaxed atmosphere, and sufficient time to establish confidence between the reader and the librarian.

The readers' adviser starts the interview with an opening offer of aid or request by the individual and moves quickly. To recognize the real needs requires sympathy, objectivity, and sensitivity. The major factor is the librarian's attitude. He will help on a professional basis without any manipulation of the person.

The interview is a two-way matter and the inquirer who is at ease can respond and take part in the analysis of the problem and selection of material.

He will try to guide the discussion so that the individual can diagnose the problem sufficiently to understand whether he needs reading material or the service of some other agency. If the latter, referral is possible.

Other standard procedures to learn about interests and needs may reinforce the interview: a preference list, discussion about personal reading habits, examination of prepared book lists, a confidential report from another agency, conferences with others working with the reader, e.g., a teacher.

The Art of Human Relations. Reading guidance principles and practice are primarily based on personal contacts and relations with individuals, either alone or in groups. To utilize fully these contacts the librarian must have a general knowledge and understanding of the fields of psychology, sociology, and education, as well as the philosophy and development of the educational function of the library.

It is necessary to understand the learning process, the psychological and sociological influences on reading, and the place books and reading have in society. Librarians can turn to research findings for self guidance. Study of Dynamics of Learning by Nathaniel Center, Developmental Tasks and Education, by Robert J. Havighurst, and Adult Education and Adult Needs by Robert J. Havighurst and Betty Orr will point up many implications for librarians.

Marion E. Hawes applies their findings in her discussion of reader's advisory service in "The Pursuit of Omniscience"[10]. Her brief perceptive analysis of relationship between the librarian and reader, the use of the interview, will be helpful to any reader's adviser.

The new concepts and research, the problems and solutions are dealt with in the very useful annual reports of the National Reading Conference, with headquarters now in Milwaukee, Wisconsin and the five yearbooks of the National Society for the Study of Education, distributed by the University of Chicago Press.

Reading and reading guidance take place within the framework of a society which presents differing and competitive goals. The reading process is individual, solitary, and private. These characteristics seem to carry over into the area of individual guidance. Perhaps reading has been forced into this position, because in many ways it can be shared experience with two or more persons reading aloud and discussing what is read.

The group is frequently the key through which the individual is reached. The success of book-oriented group discussion programs is evidence of the importance of this means of stimulating interest. The great advantage of the group method is that it assures an experience for the individual through which he is able to respond and participate. Above all he has someone with whom he can talk about what he has read.

## Techniques in Reading Guidance Service

Self-selected reading. Self-selection of reading material is made possible by the preliminary selection which is made by the librarian in choosing and acquiring books for the collection. Readers' selection depends also on how and where material is arranged and whether it is easily accessible or not. Various arrangements are possible. The traditional one, of course, is by classification system, usually Dewey or the Library of Congress Scheme, both of which are complex. The arrangement may be by reader interest which is based on sound classification of subject matter in the books according to content and interests known to be common to many persons who may see the collection. Tested adult reader interest categories include Background Reading, Personal Living, Sports, the Arts.

Small selected collections located at strategic points in the library are a means used by nearly every library to stimulate reading. Fewer titles narrow the area of choice to manageable proportions in such collections as: Distinctive Novels, Books You May Have Missed, Best Sellers of Yesterday, Great Books, You and Others.

Individual Consultations. A method familiar to everyone is the on-the-spot advice given in a casual conversation. Such instances provide the opportunity for the librarian to utilize the

basic skills of reader guidance without time for planning and searching. The answer which brings satisfaction to the inquiries, "Where can I find a good book?" "Do you have another like this?" will encourage the reader to return and to seek further guidance through book lists and reading courses. When the answer fails to satisfy, he may never return.

The librarian takes advantage of such questions to comment critically, to explore interests, and to suggest some purposeful reading.

The personal consultation is direct purposeful means of guidance to help the individual satisfy his search for knowledge and pleasure insofar as library resources make this possible. Readers are encouraged to ask for guidance by a friendly attitude and relaxed atmosphere which permits the librarian to give undivided attention to readers. The reader who is wandering with a lost look, looking aimlessly through books, or turning catalog cards to no avail will turn for aid to the librarian who is nearby and indicates interest. A questioning look may initiate a request for help. The librarian uses the informal conversation as a means of learning quickly the readers' background, reading habits, and what is wanted at the moment, e.g., information, solutions to a personal problem, research for class and evening of entertainment. The request may be answered by referral to the material, booklist, or suggested program of study.

Many adult readers and young people will come to the library only when ignorance or fear are overcome. They need encouragement and strong desire to use materials. They will come when they realize that the contents of books may have real meaning to their lives and that the library has dependable reading guidance service. The less complicated of the traditional reading guidance techniques are valuable aids in reaching these potential readers: reading lists, book talks, instruction of individuals and groups in library skills.

The Reading List. The reading list is an essential technique of reading guidance service. They stimulate reading and are helpful in oral presentation of books. They are effective material for bulletin boards, reviews, school papers and book programs. Where appropriately annotated and arranged they can help the user improve his reading abilities and habits, gain skill in judging books, add to his knowledge and appreciation, and acquire practical information.

A reading guide is an elaborated form of reading list and is a select, annotated list of books, or books and articles, suggested for reading and study. It must not be merely a listing of books in the card catalog, on the shelves, or necessarily in the library. It should not be the agglutinative type of list that furnishes a

mass of titles -- and furnishes neither guidance nor interpretation. The reading guide is highly selective, has precise focus, and suggests sequence in reading.

Preliminary considerations in making a reading list are: the reader, the group or potential users for whom it is intended, the purpose, and the selection of readings in terms of purpose and use. The well planned list will indicate purpose and type of reading in the title, subtitle, or by explanation.

Steps in preparing a reading list are:

1) note possible titles, the bibliographical information and other opinions and reviews. The search for suggestions will include the library's catalog and any special annotated catalog. The basic selection and reading guidance aids, existing book lists and subject bibliographies;

2) assemble books and articles for reading and examination. Criticisms and reviews are checked and a specialist may be consulted. Only a part of a book, one chapter or one article may suffice for an entry in the list. Each reading is evaluated by the usual criteria of authority, purpose, content, form, reading level, and style;

3) make the final selection with the specific readers and their purposes and background in mind, not allowing one's own biases and preferences to dominate;

4) arrange the readings in a logical order according to purpose and use, e.g., chronologically, alphabetically, under subject categories;

5) write annotations which will appeal to the reader audience, describing the subject matter, and evaluating and relating readings to each other. To help the reader select the reading he needs, it is well to give some idea of the complexity of the treatment, the reading level, and quality of the material;

6) print the final list in as attractive a format as possible with careful attention to proof reading, design, and layout. The more attractive the appearance the greater will be the reader appeal.

Reading Courses. A reading course is a program of carefully chosen readings selected to meet the specific purpose, needs and abilities of the individual reader. It has purpose and direction.

The selections are arranged in a sequence designed to help the reader progress through the development of content and ideas. The reading course is designed to effect a cumulative learning experience.

Readers advisers during the 1930's and 1940's made skillful use of this method of guidance. Alvin Johnson's conception of the public library as "a people's university" was based primarily on this reader's advisory service.

In preparing a reading course, the librarian:

1) learns the nature of the need and the characteristics of the reader;

2) analyzes the book and reading material in terms of the reader's needs and interests;

3) utilizes the individual interview to investigate and explore with the reader what he wants;

4) finally, arrangements are made to insure the reader gets each reading, and when desirable, in proper sequence. The reader's reaction will be discussed from time to time. Time should be set aside for such discussions and ways found when necessary to substitute and change selections.

Helping the Reader in Library Skills. Instruction in the use of the library and its reference and informational books is given to individuals and groups. The first contact with the individual provides the opportunity to explain library service, book locations, the types of subjects, and to learn something about his interests and abilities. Orientation talks and tours for groups and classes are practical but can do little more than provide a cursory introduction and point out the physical arrangement and locations of resources.

Instruction on how to use the card catalog and reference aids, how to search for information, and to carry on research whether for class paper or doctorate is most meaningful at the "teachable moment" when it is needed. The more effective way doubtless is to integrate the instruction within the class or group instruction. Every request presents an opportunity for guidance on use of materials. No reader, whatever his age, should be left to fumble and look hopelessly through books. No reader should be referred to one source for information when information in various sources is needed to establish a sound basis for the answer. For example, the facts and ideas in standard editions of the encyclopedias vary in emphasis, detail, and depth. Neither the librarian nor the reader can depend

on a single one. The student rather than regurgitating facts will select, analyze, and present his own conception and conclusions based on his own study and research.

The Monteith curriculum in Patricia Knapp's report is most valuable in this area of guidance. The "model program" for Teaching the College Student to find his "way"in the library which is proposed after research and study is of interest to every librarian. The very categories she suggests for assignment are revealing and challenging[11]; independence, book evaluation, review of the literature, use of data, Winchell, guide to the literature, judgment, evaluate tools, plan for reading, review of literature.

Book talks and book reviews. The book talk and review follow naturally from the process of selection, annotation, and preparation of book lists. For the librarian with enthusiasm for books and reading and a wide knowledge of books, it is an excellent method for interesting others in the subject. It can be, if rightly used, an excellent way to introduce and interpret books.

It establishes a firm foundation for work with schools and community organizations, for radio and television programs, and library book programs. It is adjustable to all ages. The art of the book talk can be developed through study and experience. The library can draw upon many resource persons, such as professors, subject specialists, experts, and lecturers,to talk about books with the librarian.

Annotated Library Catalogs. An unusual reading guidance aid is the selective annotated card catalog. Such a catalog is classified under subject headings or arranged in usual dictionary form under author. Information on the card will include basic bibliographic data and the annotation. The book note describes briefly the contents, style of writing, level of reading, reader appeal, and special features of the book. An annotated catalog has many uses: for readers' self-guidance, for aid to the librarian in answering day-to-day requests, and material for preparation of book lists, reading courses, news releases, and displays.

A Reader Interest File and Notification Service. One of the simplest and easiest of reading guidance aids is the reader-interest card file arranged with the names of readers under broad subject headings of interest to them, and maintained for the purpose of notifying a reader of acquisitions to the collection in the area of his special interest.

Guidance in Building a Home Library. Guidance in the selection and purchase of books for the home is an assistance that all too often is neglected. Here again the librarian focuses basic skills to counsel the individual directly in consultation or indirectly by printed lists and bibliographies on types of books, e.g.,

significant, current, and special subjects. The librarian can provide such reliable reviews and selection aids as Choice, The Book-list and Subscription Books Bulletin, which rarely are seen by persons outside of the library profession. Displays of books with a variety of examples for examination and the publication of a criteria list for judging reference books are other ways of guiding potential book buyers.

Story Telling, Dramatizing, and Reading Aloud. Everyone loves a story. Listening to stories soon leads to reading them. A new dimension can be added to reading by reading aloud and by dramatizing poetry, plays, novels. Films provide an introduction. Many non-readers may be stimulated to find reading materials, in particular the out-of-school young adults, the physically handicapped. The non-reader, families, and clubs may find it a pleasure to read together.

One man at least is in disagreement with the theories of those who he says believe "the value and function of oral reading as part of the educational process disappeared with the Ichabod Crane and the one room schoolhouses." His book The Art of Reading Aloud[12] might help to add a sixth art to the librarian's skills.

One young librarian found he could meet any emergency call to meet with a class or a group by reading Faulkner's short stories and Sandburg's poetry.

Displays, Exhibits, and Bulletin Boards. Displays call attention to significant books and reading subject areas, and stimulate readers to select from a well-balanced authoritative collection. The display whether small or large, to have educational value, must be related to reading, have unity and be imaginatively planned and presented. A display will have greater influence and attention when it is supported by books, book lists, reading courses, and related to other educational programs of the library or of community organizations.

Displays which are planned in relation to the total reading guidance program of the library and, placed on a regular calendar schedule, will be more effective than ones set up hurriedly.

For any library effective guidance is possible through supplying groups and organizations with book collections for exhibit and use. A library which carries out cooperative adult education programs will find much effective work in supplying materials to university conferences and institutes, adult education classes, world affairs councils, women's clubs, labor groups. Gradually interest can be developed among members and leaders, teachers, and participants who turn first to the library when educational programs are being planned.

Group and Special Activities. Members of organized educational groups, classes in the library and the community, and informal classes in museums, galleries, and schools are a self-selected clientele motivated by curiosity and desire for learning who ask for guidance and direction on matters close to their interests. The librarian may be accepted quickly and be able to interpret books to meet their needs. The librarian who serves on committees and boards is in an ideal position to advise on book materials and to promote the use of materials, and gain sponsors and clientele for library reading programs.

Program planning assistance for clubs and organized groups is an important readers advisory service. This type of reading guidance may range from individual aid or reading outline, for a women's literary group to a program planning institute that reaches the entire community. The latter assistance requires highly sophisticated organization, a detailed knowledge of groups and organizations, a carefully organized program with year-round counseling and an annual meeting, and a wealth of materials and informational aids.

The librarian plans for a particular audience in the community and utilizes various reading guidance techniques in sponsoring and organizing a book discussion group or program that will be a learning experience for the members. Book discussion programs require special planning, training of leaders, and finding of resource specialist. A knowledge of group dynamics is necessary and application of educational principles and techniques to assure a successful program.

Library-sponsored programs are reinforced when volunteers and other community agencies and organizations cooperate and support them. Such special activities as book fairs, talks by authors, television and radio programs, world affairs forums, panel discussions, study groups, can become educational experiences for the participants and a real means of reading guidance in library service when the knowledge and skills of the librarian are used for this purpose. A member of a group comes to the librarian for individual reading guidance when the librarian is able to establish confidence and support and is alert to the fleeting moment when guidance is wanted.

Group programs add life and vitality to library reading guidance programs and can contribute an intellectual leavening for individuals and communities.

## Conclusion

Reading guidance service is an educational technique supported and extended by specific methods. At the heart of the service lies personal contact. Nothing can quite replace the individual service

and continuity possible when the library user can come back again and again to a librarian who combines personal knowledge of him and his community with professional knowledge of the book collection.

By guidance in reading and the use of books the librarian helps men and women find knowledge and needed information. By building an active guidance program for children, young people, and adults he creates opportunities for persons to learn, alone and together, and makes possible wider choices in reading. In assuming leadership in this program, librarians and library trustees are providing one of the most important of all library services.

## REFERENCES

[1] Helen Huguenor Lyman, Reader's Guidance Service in a Small Public Library. (Small Library Project Pamphlet, No. 8.) Chicago: Library Administration Division, American Library Association, 1962. P. 2.

[2] Margaret E. Monroe, Library Adult Education: The Biography of an Idea. New York: The Scarecrow Press, Inc., 1963. P. 15.

[3] Ibid., p. 453.

[4] Ibid., p. 454.

[5] Public Library Service: A Guide to Evaluation with Minimum Standards. Chicago: American Library Association, 1956. Pp. 28-29.

[6] Ibid., p. 29.

[7] Cyril O. Houle and Charles A. Nelson, The University, the Citizen, and World Affairs. Washington: American Council on Education, 1956. Pp. 26-27.

[8] Wilbur Schramm, "Why Adults Read," in Nelson B. Henry, ed., Adult Reading: Fifty-fifth Yearbook of the National Society for the Study of Education; Part II. Chicago: Distributed by the University of Chicago Press, 1956. P. 64.

[9] Anne Fenlason, Essentials in Interviewing. New York: Harper & Brothers, 1952.

[10] Marion E. Hawes, "The Pursuit of Omniscience," Wilson Library Bulletin, 37 (January 1963), 407-410.

[11] Partricia Knapp and others, An Experiment in Coordination Between Teaching and Library Staff for Changing Student Use of University Library Resources. ("Cooperative Research Project," No. 874.) Detroit: Monteith College, Wayne State University, 1964. Part V, p. 7.

[12] John Dolman, Jr., The Art of Reading Aloud. New York: Harper and Brothers, 1956. P. 11.

## BOLD NEW APPROACH

by

Mildred T. Moody

We who are concerned with hospital and institution libraries are at a point where we must take bold new steps, now, or retreat and let others get on with the job. There are three compelling reasons why these steps must be taken at this time:

1. The need is there.
2. The know-how is there.
3. The means are there.

The National Association for Mental Health[1] estimates that 19 million people in the United States (about one person in ten) are afflicted with some form of mental or emotional illness requiring psychiatric care. Mental disorders are considered a significant factor in many physical illnesses, are strongly associated with suicide, and are found to be implicated in causing accidents. About two billion dollars are spent annually in this country for treatment in public and private mental hospitals, and in psychiatric units in community general hospitals.

Medicare and Medicaid have made visible the health needs of the nation, and officials are appalled at the enormous cost in money and manpower, not to mention the personal loss, incurred in sickness and physical disability. Mental retardation afflicts three per cent of the total population. Then, there is the sociological sickness called crime, and the evergrowing problems of alcoholism and drug addiction.

The burden of care is being shifted more and more to the home community, and this is a good trend. But at present the local community is ill-equipped to deal with these problems in depth, and local agencies and governments are reluctant or unable to add the cost of adequate care to their budgets.

The immensity of these problems indicates that not enough is being done in the way of preventive measures. All citizens have an obligation to keep informed about matters pertaining to their health and well-being so that they will not needlessly add to this burden. Libraries must assume a more aggressive role as institutions for continuing education because books and other materials can inform, reassure, support formal treatment, and assist in habilitation.

Those who demonstrate in one way or another that they are unable to adjust to society are removed to institutions, but the institution, at best, is an artificial environment. Those of us who work in hospitals and institutions meet the patients and inmates, our potential readers, at a time when they are cut off from normal life. They may have suffered from a debilitating illness or physical impairment, from a mental breakdown or commitment by a court. Often they are full of fear and hostility, inwardly crying for help and understanding. There is never just one problem. It is more common to find many problems: physical, mental, legal, social, financial, or familial. But there is no need to continue this dreary recital. We all know of the need.

The second point is more hopeful: The know-how is there. A great many people are doing extensive research into the full range of these problems, and they are providing us with some very good answers. From the point of view of the librarian, this new knowledge about human emotions and human behavior should lead to the development of significant library programs. The institution library must demonstrate its involvement with the total program, and become an integral, not an ancillary, department. We can no longer settle for being a non-essential frill or a show place.

A great deal of research that should have a bearing on library programs has been done in the area one might broadly term, "the concept of self"[2]. This includes such terms as body image, self-esteem, self-awareness, and self-realization. There are many gradations. The mentally retarded, for instance, have little or no body image. They know they are different from others, but are unable to make judgments about these differences. This lack often leads to inappropriate behavior, and lack of caution may even lead to danger. The physically handicapped also have a problem with this concept of self. The onset of deafness, blindness, or chronic illness may bring on personality changes. It is difficult for the amputee to adjust to the concept of himself without an arm or leg. Being widowed or orphaned can also change one's concept of oneself.

Self-esteem is very important to all of us, child or octogenarian, because we all need rewards and successes throughout the whole of life[3]. Perhaps the inmate of a prison is the one who has the least self-esteem, because he is the perpetual loser in the game of life. Dr. Nathan G. Mandel, Director of Research for the Minnesota Department of Corrections, has found that 80% of offenders lack what he calls living skills, while 80% to 85% have never had adequate work training or a work history that is based on self-support for a period of one year. He states that there are 14 variables which can be observed by a first-grade teacher which point to a lack of living skills that could eventually lead the individual to prison. Briefly, a few of these are the ill-dressed child, the child who bums food from others, the child who has remedial

physical disabilities, the child who is overly withdrawn or agressive. Living skills and self-esteem are interrelated, and have a great deal to do with one's emotional life[4].

Research has also taught us a great deal about interaction between individuals. Dr. Carl Rogers and others have written extensively about counseling, about the techniques of interviewing, and about one-to-one relationships[5]. The librarian, though not deeply involved in therapeutic counseling, will nevertheless need more than a superficial knowledge of how to gain the confidence of patients, and how to guide them in their reading so as to give maximum support to the treatment program.

Research has revealed a great many things about group interaction. Here, again, the librarian should know the basic principles of group therapy. At the present time we have no precise knowledge of the effectiveness of group reading programs, and when and how to use them. Ruthanna Penny, in her book Practical Care of the Mentally Retarded and Mentally Ill, describes several methods which need to be explored as techniques of bibliotherapy[6].

There have been interesting developments in the education of the retarded, and we librarians need to study the curriculum materials currently in use for their application in a library situation. For instance, 3-M has developed a whole series of macerials for use with overhead projectors that might be useful in the library, but there would be no point in merely duplicating the way they are used in the classroom. The learning experience for the retarded is difficult at best, so that we need to encourage reading as a pleasurable experience, and a stimulant to whatever imaginative faculties the retarded and other handicapped children have.

Group reading is used in the treatment of alcoholism, and in therapy programs in Halfway Houses, but it may be that purposeful reading programs could be used with greater effectiveness. Writing in Rehabilitation Literature, Herbert Rusalem states, "Rehabilitation techniques that require high levels of client motivation and cooperation. . . often achieve minimal results with the addict. Emotionally fragile, alienated from middle-class values, and unresponsive to many counseling procedures, the addict seems to reject the interventions that have worked so well with other disability groups"[7].

The work of Dr. Daniel Fader, as reported in Hooked on Books[8], demonstrates that underprivileged, delinquent boys will read eagerly when exposed to the kinds of books they find interesting. Dr. Fader believes that "language is the clothing of life, and no child should go naked into the world." At the Maxey Training School near Ann Arbor, Michigan, the entire staff cooperated with Dr. Fader in developing the reading and writing skills of these boys in a way that ordinarily would have seemed impossible.

At the present time a great deal is being learned about raising the educational and economic levels of the Negro. We have suddenly become aware of how impoverished a people can be when they have no way to study their heritage and historical background. It is astonishing how blind we have been all these years in insisting on imposing white middle class standards on Negro children, without incorporating the richness of their own culture.

These, then, are some of the findings which we must take into account as we plan new library programs. As you can see, most of them are simple and uncomplicated. They need not be expensive, grandiose schemes, but they must be administered by well-trained, highly motivated people, who are able to understand and relate to the needs of the young and the old, the retarded and the highly intelligent, with every kind of problem and need. We must have access to a collection of materials which will fully answer these needs.

The Bibliotherapy Committee of the Association of Hospital and Institution libraries has been examining the basic principles of psychotherapy to determine which methods and materials of library service can be used to achieve therapeutic goals. The Association has accepted the dictionary definition of therapy as, "Treatment of the maladjusted to further their restoration to society; a force working to relieve a social tension." Since Freud and his followers developed their systems of psychoanalysis there have been many changes in methods, but the goal has always remained the change of personality leading to alteration or modification of behavior. Currently, a method of behavior modification, called operant conditioning is being widely used. This is a sort of programmed learning technique which conditions behavior by repetition and the use of rewards.

S. R. Slavson has written extensively on group analytic treatment, and from his writings we are able to extract fundamentals of bibliotherapy[9]. There are four basic elements which relate to reading. These are universalization, identification, catharsis, and insight. Precise definitions may be found in a psychiatric glossary, but briefly, universalization means that the patient recognizes that his problems are not his alone; that life involves everyone in similar dilemmas. Harry Stack Sullivan describes the lack of this as "the delusion of uniqueness," the notion people have that they are different from others and somehow inferior. Identification means that the patient emerges from his introspection long enough to identify with another person or situation, and it is through universalization and identification that he is helped to reduce guilt, shame, and feelings of inadequacy. Catharsis offers merely temporary relief, according to Slavson. This is the outward expression or purging of repressed material. He believes that emotional maturity comes only through insight, that is, the ability of the patient to recognize his problem and his abnormal behavior, and cooperate in a treatment program. This is a capsule description of very complicated processes, but it is sufficient for our purposes.

Reading is actually an analytical experience in which the reader is constantly accepting, rejecting, or interpreting the author's ideas in the light of his own experience. Slavson believes that personality changes occur through emotional experience in transference between the patient and analyst. In reading it is the author's emotions and insights which are transferred to the reader through characterization, situation, and plot, and the reader is caught up in a vicarious exp-perience which engages both his intellect and his emotions. Frederic Wertham has said, "Great writers know how to give a unified picture of a whole personality through minute observations of a meaningful ex-pression, a characteristic mannerism, or an unconscious habit."

Closely related to the analytical experience of reading is that overworked word, communication. Basically, communication is this: a sender, or speaker; a medium for transmitting the message; the message itself; and the receiver or listener. The purpose of com-munication is to create an attitude, a simple definition of which is "a predisposition to respond." There are many kinds of communication--verbal, nonverbal, sensory, et cetera, and many media for transmitting the message. What we are concerned with in bibliotherapy is creating an attitude by the use of books and other media which will predispose to a change of behavior.

When we combine the basic principles of psychotherapy with those of communication, we come close to constructing a technique of biblio-therapy. We can then apply this to the development of living skills, or self-esteem, or any problem of human understanding or behavior. The use of this sort of technique also affects the criteria by which we choose our materials because the usual standards of book selection do not necessarily apply in hospital and institution libraries.

The third compelling reason why we must get on with this job now, is that the means are there. We surely owe a debt of gratitude to all who worked and voted for the passage of Title IV (A and B) of LSCA. Now it is up to us to prove that their hopes and confidence were justified. Each state may now develop its program according to its needs. This is a time of reorganization, of innovation and ex-periment. It is a heady experience to find that new equipment, ad-ditional staff, and good collections of a wide variety of material are now within our grasp. I am sure that I speak for the entire faculty when I say that we hope you will take home from this insti-tute the insights and sensitivity to build an outstanding program with a minimum of trial and error, and that you will be able to con-vince your local administrations of the practical value of good libraries. We must prove that these are essential services that will help to carry forward the goals of the institutional program.

We have an ever-growing body of new materials available to us. Books, magazines, and newspapers in large print, high interest--low reading level books, a wealth of audiovisual aids, special types of

glasses, page turners, the expanded use of Talking Books; there is literally something for everyone. It is up to us to become familiar with these media and to use them with ease.

We have also an obligation to transmit what we learn to other librarians. Above and beyond statistical reports we need to report the whys and hows of the new programs we develop. What may seem like insignificant changes to us could prove to be vitally important when added to the sum total of such changes. We must record our failures as well as our successes. We need a great deal of quantitative data on which to base sound judgments so that those who come after us will be able to make more than educated guesses. We need to build a firm base of tried and tested experience on which to continue an expansion of Title IV programs.

So this is our bold new approach--actually it is the old, old story of trained, knowledgeable people helping other people to understand themselves, helping them to develop through reading the living skills which will make them mature, capable human beings. Although our mission is vastly different, we can say with Brutus, "On such a full sea we are now afloat, and we must take the current where it serves, or lose our venture."

## REFERENCES

[1] Metropolitan Life Insurance Company Statistical Bulletin, 48 (1967), 6-9.

[2] Luma L. Kolburne, Effective Education for the Mentally Retarded Child. New York: Vantage Press, 1965.

[3] Stanley Coopersmith, The Antecedents of Self-esteem. San Francisco: W. H. Freeman and Company, 1967.

[4] Nathan G. Mandel, Unpublished talk presented at the Upper Midwest Hospital Association Meeting, Minneapolis, Minnesota, May 10, 1968.

[5] Carl R. Rogers, Client-centered Therapy. Boston: Houghton-Mifflin, 1951.

[6] Ruthanna Penny, Practical Care of the Mentally Retarded and Mentally Ill. Springfield: Charles C. Thomas, 1966.

[7] Herbert Rusalem, "A Capsule Research Review," Rehabilitation Literature, 29 (May 1968), inside front cover.

[8] Daniel N. Fader and Elton B. McNeil, Hooked on Books: Program and Proof. New York: Berkley Publishing Corp., 1968.

[9] S. R. Slavson, Analytic Group Psychotherapy with Children, Adolescents, and Adults. New York: Columbia University Press, 1950.

## READER SERVICES AND BIBLIOTHERAPY

by

Margaret E. Monroe

The word "bibliotherapy" does not appear on the Institute program until this very morning. But from our first session, "bibliotherapy" has been a preoccupation in our group sessions. We have discovered a variety of meanings from the term; we have discovered a range of emotional attachments and rejections of the concept. There has been no more controversial library activity under discussion. Probably because I am not a hospital or institution librarian, I did not expect this intensity of concern, which I take to be a measure of the degree of significance which its problems have for hospital and institution librarians. Certainly we are not indifferent to "bibliotherapy," and the answers to its problems seem to lie ahead!

My original intent was to "open" the subject of bibliotherapy in the context of reader services, which provide the fundamental structure for librarians' activities designed directly with or for the individual reader. This task seems even more important to me now as a way of pulling together a number of our concerns about these reader services into a single framework.

Reader services comprise all those face-to-face as well as bibliographic services tailored to the individual reader or to him and his kind in a specific situation. They distinguish themselves from technical services, which tend in most libraries to tailor the organization of materials to the generality of the library's users.

Reader services perform three basic functions: information, instruction, and guidance. Most services to readers involve more than one of these techniques, but each of these techniques is clearly different from the others.

(1) Information function places the needed data in the hands of the reader, with the work of selection, evaluation, and interpretation done by the librarian.

(2) Instructional function shows the reader how to use the library tools, and provides him with the skills he needs to secure the information or to select his books for reading. Such instruction may be in the use of the card catalog or in the skills of critical reading.

(3) Guidance function assists the reader in his choice of library materials by interpreting a variety of suitable materials in terms of their relevance to the reader's interests and needs. It is in this areathat the field of bibliotherapy has developed, and bibliotherapy is subject to the same general principles as is all of reading guidance.

Reference service relies heavily on the information and instruction functions; the work of the reader's adviser stresses guidance function with frequent use of instruction and information techniques as well. All services tend to require a particular "mix" of the basic functions.

Reading guidance is the broad area within which "bibliotherapy" takes its place. Reading guidance services include a great range of activities. First, there are exhibits, displays, reading lists, and reader-interest arrangements of books designed with the particular group of readers in mind. Further, they involve the face-to-face contacts between librarian and reader, during which the librarian seeks the reader's focus on his problem, selects from the range of materials only those suitable to the individual reader, and interprets their potential usefulness to the reader in terms that this reader will understand. Such face-to-face contacts may well be not only with individuals but also with homogeneous groups in terms of their common purposes and backgrounds, with library activities such as book talks, or help in planning book and film resources for their own activities and programs.

One of the most individualized of reader services is group discussion of library materials, in which the librarian (or librarian-substitute discussion leader) enables a small group of readers to open up a particular piece of library material to find the meaning and significance the reading has for them. In group discussion, the search for meaning and significance comes first in highly individual and personal terms and then, aided by the variety of meaning in the group, such meaning takes on a general significance. Such reading guidance enables the "universalization and individualization" required by therapy, in Mildred Moody's definition.

This highly didactic development of the reader services framework is stressed here because there is one point of major importance: reading guidance is one of the basic and essential functions of librarians with readers. Now I would like to go a step further to say that bibliotherapy is a natural outcome of this normal, basic function!

The great variety of meanings developed for bibliotherapy in the professional literature has made it more difficult to come to grips with our proper relations to the thing itself. We can view biblio-

therapy in the framework of reader services as the librarian's gentle stimulation of the benign activity of reading that provides respite (so greatly needed!) from the stressful facing of significant problems. Or, if we reject any planned outcome of the library activity with books, we may even more loosely say that bibliotherapy's best contribution is maintaining the climate of normalcy for the reader, most of whose day is spent in the abnormal atmosphere of an institution. It seems gross to suggest that any institution provides an abnormal atmosphere for daily living, but since most usually they do, we must recognize this and adjust library services to this unhappy fact.

The more militant "change agents" among us define bibliotherapy as the activity of the librarian in guiding readers to choices among books that have relevance to him and -- a step further -- relevance to the problems that bring him to the institution. Finally, the most exacting among us suggest that bibliotherapy might become the librarian's activity in selecting reading experiences (under doctors' orders? on our own?) that are not only relevant but can be known in advance to produce a specific beneficial effect on the individual reader in the area of his problem.

This represents the range of definitions of bibliotherapy! Is there a "correct" definition? Obviously none is agreed upon. Let me suggest that the essence of help through books is more important than the term "bibliotherapy." We must not let our uneasiness and insecurity about our proper function mislead us into irrelevant bickering on terminology. Let us spend our energies exploring what books can do for people and how we as librarians can help.

To advance this cause, I suggest a new definition for bibliotherapy, not in terms of the librarian's activity, but rather in terms of the effect of reading for the reader. Is it not sufficient, in the broad framework of reader services, to say that bibliotherapy is the healthful effect of reading on the reader, and that the librarian seeks through the hospital or institution library services to increase and enhance the bibliotherapeutic outcomes of reading.

If we accept this as a working definition, then we are released to explore the full range of bibliotherapeutic outcomes of the library and the reading experience. Among us and in the literature is a group of budding principles derived from experiences. These may be clarified and fitted into a general structure to serve as the source of hypotheses for testing and validation. Such exploration requires first a disciplined review of the present state of knowledge. Then there must be carefully designed experimental interdisciplinary research; a great opportunity for hospital and institution librarians in working on interdisciplinary teams lies in identifying the fields that should join in such research. Finally, highly individualized library services must be developed on the basis of the research findings. The

old molds must be broken; new forms of service that derive from tested knowledge must evolve. This is a long, arduous task and one worthy of major professional attention.

The question, then, has ceased to be <u>whether</u> we provide bibliotherapeutic reading service, but has become a series of questions: For what purposes? To whom? Under what conditions?

The ethical considerations involved in bibliotherapy are no different from those in any area of reader services. The area may be more sensitive and more open to abuse than other areas of reading guidance, but the solutions and principles are the same.

Reading is a private matter, and privacy is an essential for all human beings. Libraries must be sure not to abuse the power of the book in its penetration into the heart of personality. Ethically a librarian may not inquire into reading interests or reading reactions unless he is professionally prepared to put this information to work for the benefit of the reader. His skill and his knowledge provide the basis for his mandate to serve.

Nevertheless, the librarian is obliged to enable beneficial outcome through reading, and this obligation requires him to develop safeguards to the reader. A chief safeguard is the involvement of the reader in the choices of materials, and ensuring his free will in discussion of the meaning of this material for him. If these conditions are maintained, abuse will find it difficult to enter, and the atmosphere of easy mutuality between reader and librarian is maintained.

Dr. Gene M. Abroms pointed out that the therapeutic milieu of the institution requires planned activity at all times to limit regressions in therapeutic process. This concept, startling at first, seems to open up a significant contribution of reading to the therapeutic environment. Within the framework of constructively useful material, a reading program would ensure the regular experience of privacy within the framework of planned activity. This may serve as one piece of our professional rationale for bibliotherapy.

There is a tremendously important function of creative literature in enabling the therapeutic processes of catharsis and insight. Exploration of this function in the context of research lies ahead. Experience of this service is abundantly available, but the variables are infinite and we lack the precision in knowledge that makes reading therapy an exact technique. To what extent we can develop a precision making this a formal therapy technique remains to be demonstrated.

Whether bibliotherapy can ever be recast out of its simplest definition as "the healthful effects of reading on the reader" and

into an exact science is in the realm of speculation. But one thing seems clear: exploration of bibliotherapeutic effects can enable librarians to attain a greater degree of precision in assisting readers in selection of materials, and can show the way to a more flexible and varied program of reader services.

# COUNSELING AND BIBLIOTHERAPY FOR THE GENERAL READER

by

Margaret C. Hannigan

The premise of this paper is that librarians engaged in reading guidances, in whatever type or size of library, must be able and willing to practice the full range of this service from simple but skilled advice on books and reading to bibliotherapy.

The mandate for librarians to combine their special talents and skills with those of other community agencies in recognizing and meeting the needs of individuals and groups is implicit in documents such as the 1961 Report of the Joint Commission on Mental Illness and Health[1]. In referring to this report and to the subsequent Community Mental Health Act (88th Congress) at the Bibliotherapy Workshop in St. Louis, Dr. Louis B. Fierman[2] pointed out that the state projects now being developed "present a challenge, opportunity, and responsibility for the library profession as well as all other non-medical professions to participate at this time in planning and implementation of statewide mental health programs."

Leading librarians are on record as considering the inclusion of bibliotherapy in reading guidance appropriate. Margaret Monroe, at the Bibliotherapy Workshop[3] described "the continuum that contains both reader guidance services and bibliotherapy." And Evalene P. Jackson wrote, in the Bibliotherapy issue of LIBRARY TRENDS[4], "If the results of reading are therapeutic, the elements by means of which the results are achieved will be the same regardless of whether the reader be a patient or simply a library patron."

## Definitions

The popular use of the terms "therapy" and "therapeutic" make the formulation of a strict definition difficult. "Bibliotherapy" is even harder to deal with because of the wide range of its connotations and the scarcity of objective studies proving its effects. For our purposes, these terms as well as "counseling" and "general reader" will be used in the following contexts:

> Therapy: "The treatment of disease." (Dorland's Illustrated Medical Dictionary, 23rd edition.) "Treatment of the maladjusted (as prisoners, social agency clients) through a program of clinical, custodial or casework services in order to further their restoration to society." (Webster's 3rd New International Dictionary.) Although

Webster gives also "A force working to relieve a social tension. . .," we will hold that treatment is a necessary ingredient for therapy.

Therapeutic: "Pertaining to the art of healing; curative." (Dorland). Webster's definition is substantially the same. Although not explicit in the definition, "therapeutic" is often used in medical and related circles in a broad sense to describe the beneficial effects of an activity or relationship on an individual or a group. Thus Dorothy Mereness[5] could consider reading "a potentially therapeutic activity for almost everyone. . ." and point out that ". . . the current use of books is often therapeutic but rarely organized in such a way as to deserve the term therapy."

Bibliotherapy: "The employment of books and reading in the treatment of nervous disorders." (Dorland). "The use of selected reading materials as therapeutic adjuvants in medicine and in psychiatry; also: guidance in the solution of personal problems through directed reading." (Webster)

While the connotations of the Webster definitions reflect the interpretations of many librarians and others interested in this field, we will try to restrict our use of the term to Dorland's definition, amplified by the composite statement given in the Bibliotherapy issue of LIBRARY TRENDS:[6] "Bibliotherapy is a program of selected activity involving reading materials, planned, conducted, and controlled as treatment under guidance of the physician for emotional and other problems. . . ."

Counseling: Perhaps "counseling - interview" would better describe what is meant here. C. E. Erickson[7] describes this as "a person-to-person relationship in which one individual with problems and needs turns to another person for assistance." The counseling - interview, especially in bibliotherapy, may go beyond the techniques of interviewing and reading guidance, to include consultation with a physician and/or others involved in the person's treatment, referral to other community agencies or resources, study and careful planning, reporting, and follow-up.

General Reader: The adult who reads for such purposes as self-education, self-improvement, information, recreation, constructive use of leisure time, enrichment, cultural growth, and help in solving personal problems. He generally turns to the public library for materials and services, but may also be the user of the hospital, correctional institution, college, university and special library, depending on his purpose.

Historical Perspective

Historically, bibliotherapy has come to be associated with library service in hospitals, especially in psychiatric hospitals. The literature on bibliotherapy reveals that, while many articles have been written by hospital librarians, important contributions have also been made by physicians, psychologists, librarians serving correctional institutions, nurses, teachers and others. It is true that much described as bibliotherapy would not qualify under our definition, but each writer has added his experience and conviction to the belief that books and reading have therapeutic value, and has advanced the concept of bibliotherapy.

Throughout this century, many of the writers have recognized that information about the reader--his problems, needs and interests; his reading ability; his purpose in seeking guidance--is as important as a knowledge of books and that combining the two for the good of the reader is the responsibility of the bibliotherapist.

At least two authors have considered the public library as the source of bibliotherapy for people with problems. Alice I. Bryan[8] in 1939 wrote two articles in which she described the role of the readers' advisor in guiding readers toward improved mental health. She recommended that "every public library. . . should employ a consulting psychologist, either full or part-time, to cooperate with the readers' advisor in diagnosing the needs and problems of readers who appear to require this service." She likewise recommended that a professional librarian specializing in readers' advisory work be appointed as a staff member in every psychological clinic, either on a full-time or consulting basis.

In 1954, Dr. Ralph G. Ball[9] described the way in which he used the public library and librarian to assist him in providing bibliotherapy for his patients.

Present Situation

Although to many people the idea of bibliotherapy has strong appeal, its development has been spasmodic. Even in hospitals and institutions, the ordinary practice of bibliotherapy often depends solely on the initiative and persistence of a single librarian. I say "ordinary" because a librarian can hardly avoid occasions wherein bibliotherapy must take the place of regular reading guidance.

It seems safe to state that librarians giving reading guidance in public libraries do not, as a rule, practice bibliotherapy. In cases in which readers seek help with their personal problems, it is usually not upon the advice of a doctor and, therefore, the role of the librarian is as readers' advisor, not bibliotherapist, even though the reading may have a therapeutic effect upon the reader.

Sometimes a doctor advises a patient to go to the library for information or reading materials. If he does not brief the readers' advisor on his purpose in making this recommendation, the reading guidance can scarcely be called bibliotherapy.

In cities where psychiatrists, social workers or others telephone the readers' advisor for suggested titles to recommend to a patient, it appears that the doctor or social worker is the bibliotherapist, and that the readers' advisor acts as consultant. Given sufficient information about the case and an opportunity to interview the patient and follow up on the results of the reading, however, the readers' advisor could well be the bibliotherapist.

Present Problem

There are several obstacles to offering the general reader a satisfactory range of reading guidance service. A serious deterrent is the lack of formal training opportunities in reading guidance even though guidance to individuals in the use of library materials is considered to be a basic library service by the profession.

Another obstruction is the apparent lack of recognition by administrators and supervising librarians of the importance of this service in the overall library program. Occasional lip service to the idea of the desirability of readers' advisory service is misleading since little is done to provide it.

A third obstacle - one which would be overcome by training - is the librarian's fear of becoming involved in bibliotherapy. This attitude is due, in part, to the honest recognition by the readers' advisor in a public library that he is not a trained therapist and, therefore, is not sure of his role. In a hospital, on the other hand, a librarian may receive continuous in-service training. He often attends lectures and staff meetings; he receives guidance and reassurances from the medical staff; he sees the readers, discusses books with them, and reports to the medical teams of which he is a member.

The Future

Under the impetus of the Community Mental Health Act and as a result of modern treatments such as drug therapy, many people who would formerly have simply been shut away in mental hospitals are now part of the community and able to make use of its services. Likewise, Community Action Programs in their efforts to combat poverty and alleviate the social ills caused by poverty should result in bringing greater numbers of the "culturally deprived" into the mainstream of community life. The library as a community agency dedicated to serving all the people has an obligation to offer services to meet their needs.

This will require adequate provision of readers' advisors trained to practice bibliotherapy where indicated, working in cooperation with mental health and rehabilitation groups, community hospitals, day care centers, and other agencies involved in community programs. Arrangements should be made for psychiatrists, psychologists, and social workers to act as consultants to readers' advisors, and for readers' advisors to be part of the staffs of the groups already mentioned.

Through professional training librarians will have to be prepared to be readers' advisors and bibliotherapists. In these roles, the librarian will have to find his place and make his contributions as one of many professional workers in the fields of mental health and social action. He will use his own tools and techniques, but will understand the techniques and goals of others, and will cooperate with them.

The premise that libraries must offer reading guidance service which includes bibliotherapy may be startling and unacceptable to some librarians. It is, nevertheless, a logical delineation of several of the principles given in PUBLIC LIBRARY SERVICE[10]. For instance, it is a direct application of the following principles:[11] "The public library should be closely integrated with the community it serves," and its interpretation which reads, in part: ". . . a service institution such as the library must be closely related to its constituency, to the predominant interests of local people, to their beliefs and aspirations, and to their problems. . . ." The reader is referred to "Action for Mental Health" (see footnote 1), a study of a major problem of our times and is asked to consider the premise in the light of the "bold and challenging" proposals of this report. The proposals for effective reader guidance service may need to be equally bold and challenging.

## REFERENCES

[1] Joint Commission on Mental Illness and Health, Action for Mental Health. New York: Basic Books, Inc., 1961.

[2] Louis B. Fierman, "Field: Psychiatry," "Proceedings of the ALA Bibliotherapy Workshop, St. Louis, June 25-27, 1964," AHIL Quarterly, 4 (Summer 1964), 13.

[3] Ibid., 44.

[4] Evalene P. Jackson, "Bibliotherapy and Reading Guidance: A Tentative Approach to Theory," Library Trends, 11 (October 1962), 119.

[5] Dorothy Mereness, "Field: Nursing," "Proceedings of the ALA Bibliotherapy Workshop, St. Louis, June 25-27, 1964," AHIL Quarterly, 4 (Summer 1964), 21-22.

[6] Ruth M. Tews, "Introduction," Library Trends, 11 (October 1962), 99.

[7] Clifford E. Erickson, The Counseling Interview. Englewood Cliffs, N.J.: Prentice-Hall, 1950. P. 4.

[8] Alice I. Bryan, "The Psychology of the Reader," Library Journal, 64 (January 1, 1939), 7-12 and "Personality Adjustment Through Reading," Library Journal, 64 (August 1939), 573-576.

[9] Ralph G. Ball, "Prescription: Books," ALA Bulletin, 48 (March 1954), 145-147.

[10] Public Library Service: A Guide to Evaluation with Minimum Standards. Chicago: American Library Association, 1956.

[11] Ibid., p. 25.

# BIBLIOTHERAPEUTIC ASPECTS OF PUBLIC LIBRARY SERVICES TO PATIENTS IN HOSPITALS AND INSTITUTIONS

by

Clara E. Lucioli

Looking at the revised standards of public and state libraries, one is impressed by indications that attention has been given to the needs of a whole "new" public in the concept of service to the total population. Coming into the hierarchy of publics traditionally served, there are now the people who, as individuals or in groups, cluster around different patterns of living because age, illness, handicaps, physical, emotional and social disabilities have taken their toll.

We have long known that health and welfare programs are incomplete unless supported by resources that promote mental health, continuing education, recreation and opportunities for reintegration into the productive society. So, also, are studies of access to libraries incomplete unless consideration is given to the homebound, the institutionalized, the residents of retirement centers and nursing homes; these, too, are disadvantaged people as far as traditional library services are concerned. Perhaps this fact is clearer to a librarian in a large urban center, but the needs of people who comprise the "new public" may be even greater in smaller communities where other cultural and educational opportunities are scarce. I always go back to the novel The Journey of Simon McKeever to recall old arthritic Simon, a wheelchair pensioner in a rural nursing home, who "didn't give a damn for fresh air and quietness;" it was the owner's willingness to haul him to town once a week to use the library that made life bearable.

Assuming that all libraries will work toward meeting the standards raised by the profession, will their services find a climate of acceptance within the walls of the hospitals and institutions? Public library personnel and state library consultants may find that some administrators and their department heads are, frankly, skeptical of the value of reading for their clientele; even "free" services may be questioned on the basis of time and space requirements and the effect of interrupting the treatment programs. The public librarian who embarks on an outreach service in this milieu, which is admittedly strange to him, worries about bibliotherapy both as a term and how he can equip himself to offer it. This, to my mind, is not the first, but the last concern, the one

which comes as a culmination of experience, after one has acquired a solid footing in the institution. Before this takes place, both the personnel and the clientele must be convinced of the public library's interest in them and in the total treatment program. Long before we are given an opportunity to work with the staff on the well-being of any patient or inmate, we must have demonstrated an interest in the individual employee; the way to a place in the circle of care begins with good service to people in every category of employment in the institution.

Public libraries operate in this area under some disadvantages. You who work full-time as employees of hospitals or institutions or as consultants from the state library are in a more tenable relationship. Consider the organization with which I am most familiar: the public library. Our service does not operate on a full-time basis in any institution; we are outsiders in a sort of in-between position, not volunteers who receive gratitude as financial assets, not special workers provided by grants-in-aid obtained by the hospital itself. We are a community resource that is "free," but we can be overlooked or our efforts minimized unless we can develop a warm climate of acceptance and respect. Like the Veterans Administration, we do have the advantage of a stable core of workers who are completely devoted to this field of librarianship. What we may lack in the support that we would get as employees of the institution must be compensated for by strong ties to our home -- the library -- and by developing competence in methods and in the use of our personalities to make the desired impact.

According to Dr. Frederick Whitehouse[1], the most successful therapists are those who have confidence in themselves and a positive conviction about their methods. These are the strongly persuasive factors that tend to produce positive responses. When we send staff to outside institutions, armed with books, exhibits, films, audio-visual reading aids, their strength must derive from confidence in their training and the supporting help of their supervisors through advice, counsel, conferences and staff meetings. We must recognize that therapy begins with the therapist who needs to receive it as well as give it. While some librarians may believe there can be some dangers in this, there is no danger when a gain is transmitted to the patient and his gains reciprocate ours. What we are working for is an interpersonal exchange with books and ideas as the medium; out of this may come a renewal of mind and spirit for the patient and deeper understanding for the librarian. How it is done differs from person to person; it can be brought about with words, with silence, with touch in the actual offering of the material. Good listening in an uncritical manner becomes a standard technique to evoke the verbal release of the patient or inmate.

Inherent in the training of the institution librarian is a philosophy that may best be expressed by a quotation whose origin is

lost to me. "It is a dangerous illusion to believe that one can publish without receiving, write without reading, talk without listening, produce without feeding oneself, and give of oneself without recovering one's strength." Library work in this field is exhausting; one gives and gives; one changes in mood, expression, even in vocabulary, from person to person. This goes on eight hours a day as we encounter the mixed variety of people for whom no one treatment is the cure, no one approach is meaningful. The library staff is made up of a heterogeneous group of unique personalities, too; their attitudes to people and to their stock in trade, the library materials, may also differ widely. Let me quote from two reports:

> "There is a crying need for talking books in a lighter vein. We need good escape reading, books of action, adventure, detective, western, pioneer, historical fiction. . . . It is all right to have all these books of nonfiction and the classics for those people who are still active in their professional jobs and for students, but many readers are elderly and read for pleasure; when you've searched for those who read ten to twelve books each week and taken everything from the shelves that remotely resembles what they want, they are unhappy with what they get. I don't blame them. I'm with them."

The second librarian says:

> "What satisfying soul food books are and how wonderful it is to be in a position to give such food to those who are hungry. Over the years one develops a kind of ESP to find the right book for the right person. There is such a huge appetite for love stories, mysteries and Gothic novels right now that at the end of a busy week these readers begin to look like a nest full of baby birds with their mouths wide open waiting for more."

You can guess that each writer would receive a different response from the readers.

Thus the librarian who goes into this field must follow the path of omniverous reading, of searching, sifting, exploring and exchanging ideas, experimenting with subjects and styles and levels of writing -- all with one aim -- to satisfy the reader, to make the act of reading an enjoyable experience. Upon this secure base we may have the freedom to introduce the reader to new and challenging ideas. We must not be dismayed by those who will not go beyond the interests expressed the first time we meet them. In fact, in one of our programs, the Judd Fund Service to Shut-Ins, whom we've served for 25 years with the same type of fiction that he requested on the initial visit. Perhaps this is what Dr. Caroline Shrodes means by "the wisdom of the psyche" for in spite of changing staff, each one trying to move the reader to a new interest, he is content with his tried and true fare.

Perhaps we must follow Dr. Shrodes' advice and be aware of our own motives, in this instance the frustration of trying to provide variations on the same theme for twenty-five years![2]

At the 1964 Conference on Bibliotherapy held in St. Louis by the ALA Division, The Association of Hospital and Instiution Libraries, I offered our reading history records that go back to 1941 to any research student who would come to Cleveland, examine them, and bring out some basic principles for all of us to use. No one ever turned up to do this but, without analysis, what seems to emerge is the importance of rapport between librarian and reader, mutual respect and interest and, at the core, the sharing of delight in reading. And after all, isn't this exactly what takes place with our own reading? Very often we are led to a different point of view, a change in taste, a new appreciation through the contagious influence and the enthusiasm of a friend.

Many attempts have been made to list books that have had a beneficial effect on readers; each of our staff turns constantly to her own favorite few. When gathered together, the titles seem a motley array of miscellaneous items and, before you can test them, they are often out of print; sometimes we feel that by exposing readers to as broad a range of subjects as they will permit, we have a therapeutic tool and a way of guiding the reader out of narrow, limited experience. When you are with people daily who are in trouble, when you see many things that are difficult to see, when your energies are absorbed by those who draw strength from you, then you need to experience success in your selection and a positive response from the readers. This is why we become anecdotal and share with each other the stories of patients who were reluctant or hostile or indifferent -- a story such as that about the homicide detective who had a heart attack and told us that he wanted nothing of our wares when he caught sight of some detective stories. He said, "I've had enough of that." But because time was on his hands and the librarian was able to tease him while she circulated a book to the man in the next bed by saying, "What are you going to do? Talk to yourself?", he finally took Captain Newman, M.D. from her. That is a popular book of no great significance, but it started him on his road to reading so that he even boasted of it to his doctor. The doctor decided this might be a good idea for some of his other heart patients, and referred them to the librarian. Situations like this are therapy for the librarian to keep her confidence intact.

But I go back again to working with institutional personnel because I think that it is they who are with the clientele a lot more than we are, their own use of books, ideas, library materials is observed by their charges. The latter look for models; they look to the doctor as father, to the nurse as mother, etc. If these people are talking about books, and are using books, it's like the child with a parent who reads -- it is the accepted thing in the household, some-

thing that is contagious, a part of the world around him. In our world of the institutionalized, we want book-conscious people who are using what we have for their personal benefit as well as for the benefit of their professional work.

When we approach the different personnel in the hospital, we tailor our talks to them, to their own interests and try to have some of this transfer to the patients, too. A talk to the director of the hospital, for example, may begin with the public library as the information center for the community; how he can use it as an educational resource for board members, for in-service training programs and for the staff in general. Lastly, we tell what it can do for the patients. If he thinks of it only as a nice adjunct to the place for patients, but never sees it as a help to him, he will be less likely to generate the kind of appreciation that comes from knowing it is a real resource, an aid to saving time and the investigation of problems already solved.

The goals of both institutions and libraries can be reached happily when the attitudes and the preparation of library staff produce first-class service for the entire institution population, employees and clients alike. The art or science of bibliotherapy can then emerge as a natural culmination of this effort, most effective when the interest and active readership of the institution personnel can be enlisted. Surely the light from this mighty body will help our "new public" find their way.

## REFERENCES

[1] Frederick Whitehouse, "The Concept of Therapy: A Review of Some Essentials," Rehabilitation Literature, 28 (August 1967), 240.

[2] The basic concepts of bibliotherapy as developed by Dr. Shrodes are available in Caroline Shrodes, "Bibliotherapy: An Application of Psychoanalytic Theory," American Imago, 17 (Fall 1960), 311-319 and in "The Dynamics of Reading," ETC., A Review of General Semantics, 18 (April 1961), 21-33.

# THE ROLE OF THE LIBRARIAN ON THE INTERDISCIPLINARY TEAM

by

Ruth M. Tews

Bold, new approaches! What an exciting challenge for us librarians in hospitals and institutions! The climate is right; the need is great for all of us to set up realistic and meaningful guidelines to achieve better library service. We play an important function in the "therapeutic society" of today. It is wise and of utmost significance that we librarians spend some time examining our role as we start formulating "bold, new" guidelines.

Let us use the classic questions of the journalist: Who, What, When, Where, How and Why. Who are we? What do we have to qualify as members of the Team: When, where and how do we justify our position?

Determining one's role is a most important and also difficult task. One must first answer honestly these questions: Where do I belong? What are my functions and how are they to be coordinated with those of other specialties?

There is a sobering challenge in establishing one's role as a librarian -- the challenge of honestly facing oneself by oneself. Are we librarians or are we Capital T Therapists or are we both? What is our role on a therapeutic team; can we contribute to the therapeutic community? These questions trouble us. For this reason, let us take a few moments, reviewing some of the concepts related to these questions.

To determine one's role is most important; it is also a difficult task. First one must ask oneself and answer honestly these questions. Who am I? Where do I belong? What are my functions? Do I really understand them: How do they fit into the hospital structure and particularly in the treatment program? What can I do to coordinate, to mesh my activities with those of the other specialties?

It is a rather sobering thing to face oneself honestly. In fact, it is really a challenge we must meet if we expect to define our role and to carry out our function, as part of a team and member of the health professionals.

Understanding who we are and what is expected of us and why we are doing it should lead us to a more realistic approach to what we

are doing, day by day. With this understanding should come a sense of proportion and a balance in our views of our work. Sometimes we become overly possessive and fond of our library, its collection, the catalog and the techniques we use, while they are really only the start of our library program. Our library program needs life and heart and that comes through people using it. We need to get out of our protective shells; we must reach out, move out to involve people in our programs. This is the only way we can make our library service into an effective as well as efficient part of the therapeutic community in which we work.

The smooth efficient working of an institution is built on effective interaction within its organization. Big business is concerned and is presently experimenting with dramatic changes in structuring of its work-flow charts, to allow for more free-flowing communication between and among related areas. We who are members of the helping professions have even more reason to be concerned about effective interaction. It plays a most significant part in how treatment programs are developed and how effective patient care and patient motivation can become.

What is a team? There are many definitions. The team is a structured group, with a leader usually the consultant physician. When there is no leader assigned, the group will elect its own leader. . . . The sharing of a common purpose is what distinguishes a team from an aggregate of individuals. And it is this sharing of common goals, namely, care and motivation of the patient, which makes the librarian a member of a team. . . . Interaction is the heart of making a team function effectively and efficiently. We need to work as a team, to understand each other better in order to attain our common objectives.

Big business is presently experimenting with a very dramatic and radical change in the structuring of its work-flow chart. You all know the traditional organizational chart composed of rectangular boxes connected with rigid lines. The new concept allows for more freedom of interaction of people. The rigid structure is discarded for one where work-flow is planned in "islands," with channels for communication connecting between and among related areas. This is comparable in structure to the therapeutic team.

What makes a team of specialists effective? Its members! Each of the members must have (1) the ability to contribute some knowledge the others do <u>not</u> have, (2) a willingness to receive and absorb what the other members offer, (3) the ability to make decisions and carry out the plans in his area, as it relates to the goals set up, without conflicting with those of the other members.

What arts must the librarian possess to establish his role and to work effectively in such a team? There are three areas in which the

librarian requires skill and knowledge: (1) professional skills of librarianship; (2) ability to implement this knowledge into action, to elicit team work, to work effectively with people; (3) self-knowledge.

Professional Skills

The team will expect from us professional competence. It will demand that we can formulate and articulate what we are doing as librarians, as it relates and pertains to the whole concept of treatment. These are some of the things that will be expected:

That we organize a library service that is meaningful and structured on the principles of therapy.

That we not only have the qualities and qualifications of a specialist, but that we can relate them as a contribution to the work of other specialists.

That we can evaluate the role of the librarian in the planning of the goals for the patient.

That we can observe and evaluate the nuances and changes of behavior reporting them with informed intelligence.

That we show the inter-relatedness of the book to life; of book content to overt behavior as it can be related to therapy.

That we are able to analyze literature for its emotional content to fit the patient's need, and to act as support and reinforcement in individual and group therapy.

That we can be flexible, able to re-evaluate and restructure our program to fit the changes in emotional situation, as when a patient suddenly regresses.

A curriculum guide for library careers in hospitals and institutions was recently prepared by a committee in the American Library Association's Library Education Division. The leaflet is to serve as a means of information and recruitment for the student in high school, college, and at the graduate level.

Realistically approached, the guide lists courses for specialized training which "will qualify the librarian to participate in the remedial, therapeutic and rehabilitative care of the individual."

As part of the basic structure of the curriculum, there must be a balance of the behavioral and biological sciences. In addition to library techniques and an extensive knowledge of literature and a personal awareness of the benefits of reading the librarian must also know human

nature and understand personality growth. As part of the therapeutic milieu, the librarian must have a knowledge of the techniques of group leadership and individual guidance. The most important of the electives are those dealing with communications and interpersonal relationships; social studies, speech, psychology, group dynamics, including information on the psycho-pathology of the individual. Such a curriculum will supply the professional expertise the librarian needs, not only for personal assurance but also in establishing one's role as an expert with the client and with one's peers.

Working with People

Technical knowledge in librarianship must be there, certainly. But this alone does not make a hospital librarian. In order to work with the other specialties in the health science fields, we must not only have acquired additional knowledge and experience in their related fields but we must also have developed a sensitivity to people and their needs. It is this sensitivity which is the hidden quality, the undefinable skill, which sets therapy in motion and establishes interpersonal relationships, respect, mutual trust and understanding. When this is established with the patient, the service of books in therapy can begin.

Let me use my own situation to illustrate. What I do as a librarian contains therapy and is considered part of the total patient care. When I work, I use all my skills and arts to achieve an interpersonal relationship -- a relationship which can be a dynamic factor in predisposing the reader to new experiences. When I first see a patient, therapy starts. He is displaced, in a threatening environment; he may be angry or irritated. Some vital quality tells him there is mutual respect; there is interest and concern for him as a person. Out of this relationship, rapport is established. During this time, I may be acting on several levels; there may be the elements of the role of the social worker, the counselor, the activities therapist, the physical therapist, perhaps even of the psychologist. As part of this active involvement, the patient becomes aware of, recognizes and trusts me as a therapist - not a capital T therapist, but as a Capital BIBLIO- therapist, capital LIBRARIAN.

Let me give you just one illustration from my experience. John was referred to the library early in his hospitalization. An impass had been reached, in the planning for his treatment. The librarian was asked to try to establish a level of communication, to arouse interest, to raise his morale, through the use of the library. This was difficult; John was completely paralyzed following a bad accident; in addition, a tracheotomy had been performed to facilitate breathing; this prevented prolonged talking. He had also regressed into a depression of hopelessness. It was obvious that I would need to operate on many levels. First I had to give of myself, so that he could trust me, that he could learn to know me as one of many who wanted to help

him, not as a paralyzed patient, but as a person whom we liked, that I had something to offer. Once this barrier was broken, I could proceed to try the resources I had available as a librarian, the means which could help him. In his case, my contribution was the breakthrough for further treatment and rehabilitation.

I am not an active member of a structured interdisciplinary team. My contacts with the individual members are informal and occur when my services are indicated or when I have information which is pertinent and may be helpful. However, I am an "island not entire to myself but a piece of the continent, a part of the main," as John Donne has said so well.

The librarian's mystique lies in the ability to act as an intermediary, as a catalyst in establishing the fusion between book content and reader. Communication is the key -- key to treatment, to the librarian-patient relationship, to guidance of the patient in emotional involvement with the content of the book.

Mildred Moody, in a recent paper, stated "We must become communication analysts, because communication involves people, people exchanging ideas, people changing attitudes, people reacting by behaving in ways that benefit themselves and their fellowmen."

The librarian should be aware that if treatment is truly patient-centered, geared to the patient's goal, then team coordination should occur almost automatically, as each service considers the patient's needs rather than his own prestige. Assumed here, is that there is participation and understanding of the functions and duties of each member by each member. No one service can say it was responsible for the rehabilitation of the patient. Each one has contributed of his services, in the treatment and guidance which led to rehabilitation.

Self-Knowledge

One question is left: Who are we? This is something one frequently forgets to ask. Self-evaluation is not easy. If we want to be successful in establishing ourselves and our profession, we must know ourselves. How do we affect others? Are we over-aggressive, defensive about our role? Do others respect us for our contribution? Do we expect them to like us and the rest then takes care of itself?

In developing sound relationships with patients and with our team members, we must know ourselves as persons. This involves understanding not only one's limitations, and one's usual pattern of emotional response. We must know ourselves as librarians and what we can contribute.

There are some essential goals we seek as we examine ourselves in our professional roles as members of the therapeutic team:

Interpretation of one's role, what one hopes to accomplish for the patient, stated clearly, succinctly and simply.

Security in personal and professional competency and ability.

Communication in letting others know what is going on as well as learning what others are doing. This is an ongoing process, reaching throughout the hospital and beyond.

Attitudes -- a non-competitive and non-possessive attitude toward the patient. There should be understanding and acceptance of realistic goals for each patient.

Integration of treatment recommendations, a generosity in pooling of thinking and abilities.

Let me illustrate these points. Plans were being formulated for a diabetic patient whose condition would necessitate a radical change in her life. She was a successful businesswoman, a hair stylist and owner of several beauty salons. Progressive blindness would prevent her return to active duty. This she refused to accept by denying her failing eyesight. Under the direction of the physician, the social worker and librarian worked together. It was our function to interpret to her that she was still a successful businesswoman, and still capable of further work, that there were other "eyes" which would help keep her mind alert, knowledgeable, and capable of expanding. Both the social worker and librarian kept each other informed of the slightest progress. The first sign of growing acceptance of her failing eyesight occurred when she tried a magnifying glass. Her final acceptance of the Talking Book service helped make a bridge so that the Social Worker could take over. Plans could then be started for vocational rehabilitation.

Planning the library activities involves inter-team collaboration. Better understanding of the philosophy of other disciplines results and the treatment of the patient will improve. Of great importance, this collaboration will also dispel some of the misconceptions to which library service is still vulnerable. It will no longer be said: "A nice service, helps occupy the patient's mind." When we interpret our role effectively, it will be evident that we have the training and the capacity to present reading as a normal activity related to a patient's everyday life and which may be used as a specific treatment to aid in his psychological adjustment.

# ROLE OF PUBLIC AND INSTITUTION LIBRARIANS IN HELPING THE PATIENT TRANSFER FROM INSTITUTION TO THE COMMUNITY

by

Clara E. Lucioli

My value as a public librarian to you who are librarians in hospitals or institutions may be to bring a point of view shaped by responsibility for a broad range of services, integrating work in hospitals and correctional institutions, agencies and residences for the aged, and services to the blind, physically handicapped and the homebound. This permits me to be in touch with the entire range of needs and interests that each segment presents and to have some ideas about the interrelationship of work in all of these areas and our responsibilities to the clientele and to one another.

A short title for our topic today might well be "Two-way Traffic." We are concerned with building the bridge from the institution over which the patients may travel back to the community. But it must also be one which supports librarians for frequent round trips in both directions. From a vantage point in the public library world, I see among my professional colleagues little attempt to walk that bridge and a great ignorance about institutions and what is going on in them. We are suffering today not so much from a shortage of librarians who could make the trip, but from a lack of information about the realities of life for our hospitalized and institutionalized citizens. If we were knowledgeable, there might be a change of emphasis in librarianship. We might begin to see librarians freed for the creative role of helping the people who are most in need of skilled effort. Too few of those who set policies realize the vastness of the health and welfare aspects of the community and the remoteness of the public library from a vital area of social action.

Let us, then, review what the public librarian needs to know about the nature of treatment today and the people being treated, and what the community librarian has to offer to the person who comes from this experience.

We all know that the concept of health is no longer limited to an absence of disease; it encompasses the complete physical, mental and social well-being of each individual. Significant changes have been taking place in attitudes toward health. Today, good health and

its maintenance has become part of each citizen's rights, his heritage of rising expectations. Health services have acquired some of the attributes of public utilities in which all of us have a stake. This concept, interwoven with advances in medicine and in the treatment of the socially handicapped, has changed the status of the hospital and the institution. We can say now that the hospital is no longer an insolated institution or a hotel or prison for the sick. The hospital is rapidly moving to the top level of community organizations to coordinate a great complex of health services: preventive, diagnostic, research, therapeutic, educational and rehabilitative. These concerns spread from the hospital to a network of health and welfare agencies and ultimately reach the individual in his own home. We hear descriptive phrases such as "health campus," "health shopping center," "community health center," "regional mental health center." Can you imagine a more promising place in which to locate a branch of the public library?

Of course, not all long-term hospitals, particularly the State mental hopsitals have reached this level. Many are still relatively isolated. Beyond them, too, are the correctional institutions where the community itself has little or no contact other than in newspaper headlines. They exist in an era of profound and rapid change as places where lingering elements of century-old practices still remain. Librarians are much better acquainted with the general hospital than any other type of institution. We have friends who are patients; we know people on the staff; employees may use the public libraries outside; if we have the kind of integration with the community that is sometimes possible, there are branches or units of the public library within the hospital.

The widest chasm exists between the public library and the long-term hospitals, both for the chronically ill and mentally ill, and the correctional institutions. Within "correctional institutions" I include the whole range: from the local jail and the local workhouse, to the maximum security prison. If you think that people are not spending much time in local institutions because they are there only temporarily awaiting trial or for misdemeanors, you have only to go to them to realize this is not true. Some await trial for months or may serve as long as three years. Others may stay and return again and again as semi-permanent residents for whom there are no other hostels in the community. This can be a time of profound depression and a chance for the inception of ideas that destroy chances for eventual restoration to normal life.

Thus, we see that the question of helping a patient return to the community from the general hospital is relatively easy when home, family, work and hobbies await him. The library that he has encountered in the hospital has often been a surprise. His experience has been made much more pleasant; he has had recreational opportunities and the chance to forget himself. He has gained some idea of the

public library's potential and this is all part of excellent public relations, a way of showing that the library is a community institution and can be helpful to the individual at a time that for him may be one of worry, crisis, even serious consequences.

To have the public library contact bring some feeling of respite and normalcy, makes a deep impact on the patient and his family. Some time ago Peter Hiatt made a study of an inner-city neighborhood library and investigated avenues by which its public became library users. He interviewed 576 borrowers of whom 79 were adults of low education; and he reported that a significant percentage of those interviewed in Cleveland came to the library after an experience in a hospital where they had been introduced to the Cleveland Public Library's services. Hiatt illustrated the statistics with twenty narrative histories, two of which showed the hospital library connection where patients continued to use the library after being discharged. Interestingly enough, the pull was not entirely the book resources, but the attitude of the librarians and the friendliness that had been generated. The hospital experience had introduced them to a friendly staff, to materials they could enjoy and to a recognition that reading itself was a prestigious communication medium with hospital personnel who shared their interests.

Turning from experience with patients in the acute, general medical and surgical institutions, to those who require long-term treatment, we find a different situation. The hospitalized chronically ill or the mentally ill patient has a very busy life filled with a variety of therapies, physical restoration, and many kinds of retaining and learning techniques for self-care. The patients have activities, coffee breaks with other patients, discussion groups, films, plays, visitors. Library service is often taken for granted as one of many therapeutic and recreational services adjunctive to treatment procedures.

After such patients return home, however, typically they are isolated from other people and may then first recognize that they face a life-long handicap. Then the community service counterparts to the hospital services become of major importance. The institutional librarian and the public librarian must work in advance to build a bridge for these patients to give them a continuing program of self-education, personal development, and help with their sinking morale. They must, among other things, interpret the Talking Book service, the homebound library service and other community library services. At home, if the patient is lucky, there is a ramp to the sidewalk as needed, a specially-equipped automobile if necessary, but far too many have only a place in the back room or a wheel chair in a nursing home. The library must reach to the back room and the nursing home to help these patients reshape their lives.

How do we manage when homebound library service isn't given? The institution librarian and the community librarian must work out this problem. The former must recognize that it presents a formidable task to the public library worker. When we take our new staff on orientation trips, stopping to see the library unit in a long-term hospital, they see people who have suffered strokes, lost limbs, had cerebral accidents. This can be a traumatic experience. There are always a few who turn away and ask, "Why do we come here?" We must create an understanding of the heroic achievement of patients in these situations and what a triumph it is for them to return to live useful lives as near to their normal potential as possible. We must train ourselves to recognize the small daily victories that each person can command.

Our bridge from the mental institution has become easier to erect because general hospitals have added psychiatric units; more people are receiving prompt and intensive treatment which reduces the number requiring a long-term institution and its stigma. Patients become part of a hospital like people with other illnesses. This creates a hopeful attitude and one of expectancy for recovery. Where the public library program exists, these people receive the same library program as other patients -- book cart visits, conversation with the librarian, an opportunity to select books in a library setting, an opportunity to share meetings and discussions about books, plays, films, or current events conducted by the librarian or other members of the hospital team. The treatment program aims to develop the power to combat stress in the outside community and the library becomes a recognized and familiar part of that community.

With patients in the long-term mental hospital, the return homeward may be partial, going through a halfway home. There is always the question, "Should we put libraries in the halfway homes or, without books, will the ex-patients be forced to use neighboring branch libraries?" A good compromise is to put a small collection of good but expendable paperbacks in each place. This effort should be augmented by a visit from the neighborhood librarian to talk to the residents about their interests and goals. In an informal meeting, the librarian can give a brief introduction to the library resources and the location of the nearest library with its hours of service. Emphasis can be placed on vocational guidance materials and on building the resident's knowledge of the community. To preserve the anonymity of the ex-patient or ex-prisoner, the institution librarian will not send cards of introduction along to the local library, but instead will work with the public librarian to provide opportunities for the institution clientele to meet "outside" librarians on such natural occasions as the celebration of National Library Week.

Working with inmates of correctional institutions, the librarian finds it important to interpret the library as a valuable community

service. With the ex-inmates it is not easy to instill this feeling. They have experienced custody; they have moved deeply into a prison subculture, and through their association with criminals, have extended that area of their knowledge. Hopefully they have had positive treatment in education, religion, recreation, so that, although they may go back to exactly the same world they came from, they may be better able to cope with it and to use its resources constructively. If the institution librarian does his job in the spirit with which David Cantor worked with prisoners in California, the released prisoner will be motivated to use the library while on parole and afterwards. No better way of facing the normal world can be found than by using normal community facilities.

Again the public librarian needs the help of his colleagues in the correctional library world to remind him of the fact that few of the prisoners have really had an opportunity to meet whole men and women, people who believe in themselves, people who can be open, warmhearted and friendly without any other motive than interest in the other individual. All persons who are in situations of crisis, failure, or mental depression feel that they are part of another world completely separated from the so-called healthy, established people. Those of us who are relatively undamaged must train ourselves to show them that we are not so different and that it is only one world as far as we are concerned. We all have troubles but our lives, interests and hopes have much in common; we must project positive values that speak for a code of living that applies to everyone and says, "we must all belong to the same social order." There are some librarians who prefer libraries without such a public, some whose values and standards do not fit this concept of oneness with people in trouble, but there are many more who are capable of sharing the other feeling. We must train the staff to have an attitude of this kind because it is contagious and it is what really makes the bridge between those "in" and those "out."

In the training of ourselves, colleagues, assistants, or volunteers, we begin with the attitude of acceptance of human beings as persons rather than as types or categories. Such human insights must then be applied in our professional service. Primarily, this takes the form of sincerity, of honest service, of fulfilling our promises to the patient or inmate, of honestly explaining when we cannot provide them with everything they want, saying why we don't have it, what we can get, what other libraries have and how we will obtain what is wanted. We need to show our clinetele that the whole library world is interested. We should show them the books that come from the State and local public libraries. We should have them meet visitors from these agencies; we should have more library meetings within the walls of the institutions. There may be a feeling against outsiders, but this disappears and the morale of the whole institutional library service is enhanced -- sometimes even the library is cleaned. We cannot build a bridge until we have real acquaintance and good rapport with each institution.

In 1966 the Illinois Department of Mental Hygience called a conference of institutional librarians and invited the heads of public library systems to meet with them at Manteno State Hospital. When the two groups met, they seemed miles apart in background and experience; when the conference ended, the system librarians were offering strong support to the institution librarians. They invited them to attend book selection meetings, to examine new books that were available on approval, to use public library reference tools that are lacking in the smaller institution library collections. They offered to lend books for special exhibits and promised some interlibrary loan privileges for readers with special interests. They explored the possibilities of sharing facilities for making exhibits and posters. The institution librarians asked permission to bring selected patients to the system libraries for visits, films, book talks, etc. They invited the system librarians to give book talks in their institutions. Altogether the conference made progress in face-to-face contacts. When an event of this kind takes place, reports should be sent to the directors of the public libraries, to the state librarian, to institutional administrators and wardens. These key policy-making leaders appreciate a library program that is reached out beyond its usual sphere. Institutions can be encouraged to have regular community programs to which people in the community are invited to talk about what is going on outside the institution. The library should be included to tell the patients about the Library Services and Construction Act program under Title IVA and IVB, what is happening in Congress, what the American Library Association is doing on their behalf, what the State Library is doing. The people "inside" may then begin to see that they are important because others are working and developing programs for them.

Finally, we must realize that a bridge can be built by a number of small stones or individual girders carefully fitted together. Even local informal meetings or luncheon dates among librarians can serve as a means of pooling book knowledge and ideas. If we don't help ourselves by scanning the materials, reading widely, sharing information, we shall fall behind in our effort to give people a strong resource for the rest of their lives. I have found unlimited inspiration in the Wonderful World of Books and in the local organization handbook for the National Library Week program which brings the former up-to-date. It is a mine of suggestions for programs and approaches one can develop and I recommend its statement on interlibrary cooperation: "No one library can be self-sufficient or satisfy all the demands made upon it, but libraries acting together can more effectively satisfy user needs and provide total library service."

In our own field our goal must be total library service and extension of knowledge about the special problems of the people we serve. Both in and out of the institutional world we must make a greater impact than we have in the past, or bear our share of the guilt in permitting time to be wasted and minds to atrophy.

## BIBLIOGRAPHY

William K. Beatty, ed., "Proceedings of the ALA Bibliotherapy Workshop, St. Louis, June 25-27, 1964," AHIL Quarterly, 4 (Summer 1964), 2-60.

Barbara Cowles, "Library Services to Aged Outpatients," AHIL Quarterly, 2 (Winter 1962), 15-16.

Mona E. Going, ed., Hospital Libraries and Work with the Disabled. London: The Library Association, 1963.

Earl C. Graham, "Public Library Services to the Handicapped," ALA Bulletin, 61 (February 1967), 170-179.

Peter Hiatt, "Urban Public Library Services for Adults of Low Education," Library Quarterly, 35 (April 1965), 81-96.

Illinois Department of Mental Health Activity Therapy Services. First Joint Workshop for Community Librarians and Librarians Serving Patients at Illinois Mental Health Institutions, August 31-September 1, 1966, Improving Library Services for Those with Mental Health Problems. Manteno, Ill.: Manteno State Hospital, 1966.

Library of Congress, Division of the Blind and Physically Handicapped, List of Publications. Washington: 1968.

Hilda K. Limper, Demonstration of Library Services to Exceptional Children. Cincinnati: Public Library of Cincinnati and Hamilton County, 1968.

Hilda K. Limper, "Public Library at Work with Children in Hospitals and Institutions," ALA Bulletin, 55 (April 1961), 329-331.

Clara E. Lucioli, "Full Partnership on the Educational Therapeutic Team," ALA Bulletin, 55 (April 1961), 313-314.

Clara E. Lucioli, "Out of Isolation," Library Journal, 2 (April 1, 1967), 1421-1423.

Clara E. Lucioli and Mildred Dorr, "Begin with One Child," Top of the News, 23 (January 1967), 150-153.

Clara E. Lucioli and Dorothy H. Fleak, "The Shut-In--Waiting for What?" ALA Bulletin, 58 (October 1964), 781-784.

John McCrossan, Library Services for the Handicapped in Ohio. Kent, Ohio: Center for Library Studies, School of Library Science, Kent State University, 1968.

United Hospital Fund of New York, Essentials for Patients' Libraries; A Guide. New York: United Hospital Fund of New York, 1966.

United Hospital Fund of New York, Planning the Hospital Library; Report of the Committee on Hospital Library Architecture . . . New York: United Hospital Fund of New York, 1957.

## AN INMATE TELLS ABOUT LIBRARY SERVICE

by

"MARK"

I'm an inmate in a state reformatory in Wisconsin. I'm here for armed robbery and burglary. When I got busted, they took me to a county jail and they didn't have nothing--nothing! They put me in a cell where you can stand up and touch either side and they leave you in there during the day. For a little while you go out and sit at a steel picnic table. After two and a half months this gets to make you sore. I've got nothing to do. I'm waiting to go to trial and wondering what's coming off. And I want something to read. I've attended the University and I wanted something to read. Reading is a habit with me. I like to read. I find that I can't do much else, especially where I am right now.

The only reason I got any contact with the library is because I got close to the jailor. I'd have never contacted it otherwise. I'd have just sat there.

Some guys do a year in those places. And if you're not an animal when you go in, you will be when you get out. I'm interested in whether you people who are representatives of library associations, who are librarians yourselves, who love reading as I do, can't do something to rectify this situation. Some sort of cooperation between the detention center and the county library. But it seems that people just don't want to get off the books. This is the impression I got.

An inmate has to rehabilitate himself. Your job (the job of anybody in corrections) is to stick something in his way. If he doesn't like it, he's going to go around it. If you stick the right thing in his way, he's going to grab it. And if he likes it, he's going to work with it. If he gets involved with something, he maybe cleans up his act and goes out there and becomes a functional asset. If you fix up one of these persons of the 720 inmates of the reformatory, your money is well spent. Out of sight and out of mind is not going to last forever. Eventually, we're going to be back out in society, and if we aren't shaped up when we get back out in society, you're in trouble. I'm a completely selfish individual. Now I'm trying to clean up my act. When I get outside, I want to have something. If you're wondering just what you people think you can do to help us out, you can keep us on the receiving end.

Q--Mark, how is the library at the reformatory?

A--When I got to the reformatory, I felt pretty bad because it's like any other total institution. The first thing you do is get humiliation. They take all your clothes off. They take off everything you have that assumes your identity. They put you in a shower to clean all the dirt off you. The dirt that you're used to. And then they lock you up for a while, to make sure you haven't got any diseases. And they poke you and prod you and everything else until you feel like a little puppet and then they put you in with the crowd. After 5:30 to who knows when, you're in your little cage and looking through bars and more bars and all you see is a lot of stone and you're reminded of the fact that you're in jail. You need a diversion. You need something to keep it a little bit out of your mind. If you keep thinking about it, you're going to feel bad. That's why I went to the library to join. I went up there right away quick and said I gotta have something to read. I want something good to read. I don't want any of this trash. I don't like cowboys and westerns, I don't like science fiction, or somebody else going to Mars; I want to hear what's going on in the outside now. I want to hear about things that are going to mean something to me when I get out. That's how the library helped me, because I got my hand on enough of it to keep me occupied, and help me fix myself up.

In our library at the reformatory, there's a place called the back room. This is where the good stuff is -- Vance Packard, Freud, logic, The Arrangement by Kazan, a lot of other good books. They've got to be kept back there because if they go outside, you'll never see them again. If they go outside the library, a so-and-so in 59C is going to have the book and he's going to read it and say, "Hey, this is pretty mellow." Down the hall he'll meet someone who says leave it here and he'll say, "No, I've got to bring it back to the library." The other guy says, "Screw the library." The book will end up in somebody's locker and sit there for awhile. So you've gotta watch it. That's how much in demand they are. There's a definite demand.

Q--Do you feel that you were denied certain types of books that you wanted to read?

A--Any book in that library was accessible to me. Some people in the joint are going to be malicious and will destroy books. This can't be helped because we don't have a model population up there. We've got a lot of creepy people running around that joint. Some people have to be fenced off a little bit so that the guys who are really interested in it can get their hands on it. Other than that, anything that was there I got, one way or the other.

Q--One of the experiences that some of us librarians have had is that certain types of books will increase homosexual problems and other types of things. Mark, do you feel this is true?

A--Nope, ma'am, I do not. I think that's funny. We tried to get Playboy in that joint. Then, we tried to get some controversial literature in. Maybe there are a few scenes in there that somebody might think are pretty mellow, or there might be scenes in good literature that might be just a little bit off-color, but if you're a sissy, you're going to be a sissy long before you come into the joint. If you are already a sissy when you get to the joint, books aren't going to make a sissy. You're going to feel bad and feel foul and that's when you're going to turn out to be a queer. No book is going to make you a queer. Reading the Bible isn't going to make me religious. Same thing.

Q--Do you think that books can have a good effect on people at institutions? You know, to help their understanding and help them improve themselves?

A--Oh, naturally. There's no doubt about that. A book may have a negative effect on you but what about the degree of the effect.

Q--Is there anyone in attendance at the library?

A--There's a librarian there, yes.

Q--Did he recognize your need and suggest books to you?

A--He helped me, but as far as I was concerned, I knew what I wanted. So I ran around and looked for myself.

Q--Did you get things from outside if you asked for them?

A--That's something else again. It can happen, but you've gotta know the right people.

Q--Right now, what would be some of your recommendations for improving libraries?

A--First off, fix the county jails, for God's sake! I don't ever want to do time like that again. That was awfully hard time. I felt foul! I was ready to tell them anything. To me, being left alone with nothing to do, blah! Fix the county jails. Give them something to read. Give them something to enrich themselves with. Some guys do a lot of time in the county jail. Nobody recognizes that fact. It's hard to get books.

Q--What techniques do you think would be useful for librarians to put books in the way of potential readers?

A--Accessibility is good enough. Have the books there. That's all it takes. Once a book is really mellow, it gets around. I'll guarantee you that. And people will grab it up. There was a book at the library having to do with Freud and his interpretations of dreams. I never gave it much attention, but another guy who had schooling beyond high school did read it and told me "This is something else." The next day I had that book, and it kept me going for a month. That's how it gets around. I passed it on to someone else and a lot of guys got it.

Q--Did any of the guys sit around and talk about books? Or did you ever think of forming a book club or discussion group or something like that?

A--These activities at night take a little doing. There's just too much going on. Basic activities are curtailed at 5:30. You come up for chow and go up for count and you're in your cell. Now I'm a disc jockey on the radio station. So I'm out at night. And I'm out all other different times. Some other people are working in other places. And there are groups going on. We have a self-help group called Inanon standing for Inmates Anonymous. There's an AA Group. I don't know. It might be able to be done. But as far as guys sitting around and talking about books, somebody's going to say, "Remember this place we ripped off in '62?" and right away we're going to be cutting up capers. As far as books go, it doesn't take much recommendation. But nobody I know of is sitting around talking about books for an afternoon. You come to the library to do that. Guys go to school to do that. They sit in the library during their study halls and then they'll talk about good books. There is no group formed expressly for this purpose.

Q--What other personnel besides the librarian make the inmates aware of the library?

A--There's no banner around telling you about the library. You get a library card. We get a rule book that tells us what the scoop is. Eventually everybody finds out because you're in a closed society and you're going to find out what's going on in there anyway. It's only a matter of time.

Q--Mark, would you mention the canteen nights and the time limits?

A--Oh. . . I think that's funny, too. Did you ever try to find a book in five minutes? Isn't that ridiculous? We've got a canteen where we buy cigarettes and all this other stuff. I go Tuesday nights. If I got my library card, I can go into the library right across the hall from the canteen before I go to the canteen. The guard is sitting right across the hall. All he's concerned with is security. When I walk in there, if I don't come out right away quick with something in my hand or haven't got my library card, "Get out of

that library--you've got a conduct report!" You don't have enough time. There is no time to really browse unless you're in school, or unless you get a pass from the librarian. You don't have ample time to look for a book. You have to go right in there and snatch and grab and hope you've got something that's decent.

Q--Can you make up a list and send it to the librarian and have the books waiting for you?

A--Possibly, but how do you know it's in there? When I go in there, I just look around and hope to find something or I ask the librarian. Like if I want something on a certain subject or ask, "What you got good this week?" I want something big to read and he'll grab me something up.

Q--How would you run the library if you had it?

A--I'd get a lot more books than there are there, assuming I could do what I pleased. I would make passes sent to the shops and have them left there at the shop. So anybody who wants to go to the library anytime can go for a half hour. I don't care if Auto Body has to have a car done by 4:00 or not. If the guy wants to go to the library, for God's sake let him go. Do they care if Auto Body makes money or do they care if the guy shapes himself up? This is the crux of the matter.

Q--But there's a security factor here?

A--Oh, yeah. If the man at the shop wrote the pass to go to the library, he'd be clean. He could go to the library, and as long as nobody would abuse the privilege, (well, somebody is going to), but if you'd just let it ride, guys could go to the library whenever they wanted to. For example, say, "These hours are open for the library this week. Any man from any shop can go to the library at such a time." People don't know this.

Q--Is there any reason why the institution can't schedule any library hours for the entire shop to go to the library?

A--If you send a whole shop over there at once, you louse that shop up for the whole day. The guys in Auto Body would take advantage of the situation to get off working.

Q--Don't the inmates have a greater sense of responsibility than that?

A--Please don't credit an inmate with responsibility because that's what we're not supposed to have while we're there. Everybody is telling us what to do--when to eat, to sleep, to work, etc. Remember at a prison, you don't have a model population. You've got dirty old men running around, or first-timers who don't know nothing,

or kids, or sissies; but you don't have any clean people in there. There are no square people in the joint. But some people who never read before, start to read once they're in the joint because of the time factor. Also because rehabilitation is stressed. Also, because of the amount of course work that guys can take--correspondence courses through vocational rehabilitation and other things. They can go to college from the joint, if they want to and if they're smart enough. They take all kinds of tests. It makes sense to stock up the library with current as well as classic things. At least get it up to standards. The libraries are not up to standards.

Q--Did you mention this to the parole board?

A--I don't mention anything to the parole board. I go up this month.

Q--Would this be an influential group? Can you say anything you want to there?

A--No. If you're going to jump on anybody in the joint, go to the librarian in that joint. Make up a plan. Get some people to go through the libraries in the joints, to take a first-hand look at them. Look at the condition of the books to see how often they're being checked out. Then go talk to a few inmates. Let the librarian pick them out for you, an unbiased proportion of the population. Find out what we need and what we need more of in the library. In some jails you're going to have a big problem right away, because there isn't anything. I think mainly your concern is providing books.

**Library School of the University of Wisconsin**

*Publications*

William L. Williamson, ed., *The Impact of the Public Law 480 Program on Overseas Acquisitions by American Libraries; Proceedings of a Conference Held at The Wisconsin Center, Madison, Wisconsin, May 12, 1967.* ($2.00)

Margaret E. Monroe, ed., *Reading Guidance and Bibliotherapy in Public, Hospital and Institution Libraries; A Selection of Papers Presented at a Series of Adult Services Institutes, 1965-1968.* ($3.00)

William L. Williamson, ed., *Assistance to Libraries in Developing Nations: Papers on Comparative Studies; Proceedings of a Conference Held at The Wisconsin Center, Madison, Wisconsin, May 14, 1971.* ($3.00)

ORDER FROM: Publications Committee
Library School of the
University of Wisconsin
600 North Park Street
Madison, Wisconsin 53706